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ABSTRACT

This volume describes and analyzes the initiation of a Bachelors in Education course carried out as part-time (distance) and full-time (seminar) studies at Teacher's College in Morogoro, Tanzania. The volume contains six chapters, including: (1) "Framework for English Content Instruction at the Department of Teacher Education at Abo Akademi University" (Kaj Sjoholm); (2) "The Initiation Process" (Terese Ahlstrom); (3) "The Curricular Content and Structure" (Sven-Erik Hansen); (4) "The Educational System of Tanzania" (Lars-Erik Malmberg and Sven-Erik Hansen); (5) "Development of the Entrance Examination for the B.Ed Programme in Morogoro, Tanzania" (Lars-Erik Malmberg and Kaj Sjholm); and (6) "Future Scenarios" (Sven-Erik Hansen). The three appendixes present curriculum for the TEPT program, B.Ed program comparisons, and close test, partial dictation, language proficiency scale and teacher competence rating. (Each chapter contains references.) (SM)

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Lars-Erik Malmberg (Ed.)

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Malmberg, Lars-Erik (Ed.)

Initiation of a Teacher Education Project in Tanzania (TEPT)
49 p., 3 appendices

Abstract

The aim of the present volume is to describe and analyse the initiation of a B.Ed.-course, carried out as part-time (distance) and full-time (seminar) studies, at Teacher's College in Morogoro, Tanzania. The edited volume contains six chapters, including: (1) a general framework for educational programmes with English as the language of instruction, (2) a field-study of educational needs expressed by locals in Morogoro, (3) a framework for curriculum development, (4) a description of the educational system in Tanzania, (5) an evaluation of the selection instruments used in the entrance exam to the B.Ed.-programme, and (6) future scenarios for the total project. In general, problems which arise, when implementing educational projects in developing countries are focused on.

Key-words: Teacher education, distance education, Tanzania

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Initiation of a Teacher Education Project in Tanzania (TEPT)
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Abstrakt

Syftet med rapporten är att beskriva och analysera hur ett lärarutbildningsprojekt, vid Teacher's College i Morogoro, Tanzania (TEPT), via distansstudier, ledande till Pedagogie Kandidat examen, fick sin början. Denna redigerade volym innehåller sex kapitel, i vilka följande teman behandlas: (1) en generell referensram för studier som utförs med engelska som undervisningsspråk, (2) en fältstudie om edukativa behov i Morogoro, (3) en referensram för uppgörandet av en läroplan för projektet, (4) en beskrivning av skolsystemet i Tanzania, (5) utveckling av, och evaluering av selektionsinstrumenten som användes vid inträdesförhöret, samt (6) en översikt av tänkbara framtidsscenarion för projektet. Generellt problematiseras förutsättningar för tvärkulturellt samarbete inom utbildning i U-länder.

Sökord: Lärarutbildning, distansstudier, Tanzania

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The authors
Vasa 15.01.1996

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Preface

Haba na haba, hujasa kibaba (Kiswahili)
`A little and a little fills the measure´

Our idea of a Teacher Education Project in Tanzania (TEPT) evolves from an idealistic perspective. Today long distances across the planet are overcome by increasingly rapid means of transportation, and psychological distances between people are hopefully diminishing due to increased world-wide communication. Therefore it is, form our point of view, the responsibility of modern universities to communicate their gathered knowledge, to a higher degree than earlier and, possibly, in innovative ways. Modern technology enables universities in one part of the world to conduct academic degree courses in another part of the world,

According to our view, the appropriate place to start a project aiming at providing knowledge, tools and the means of dealing with ecological, health and democratization issues, within the educational sector in a developing country, is in teacher education. Teachers are in a central position of influencing cohorts of children for decades to comes, and the effect of teacher educators may be even longer.

With the present volume, ewe would like to present our small scale, "a little and a little", contribution to new, hopefully better, ways of pedagogical practice. Over time the first fumbling steps of any project usually develop into clearer ideas about possibilities and constraints, generally different from the first ideas. Therefore, in this report, we want to present a retrospect of the project, as well as future prospects. The report contains a description of the Teacher Education Project in Tanzania (TEPT), which is a sub-project within a broader project called Teaching Content in English (TCE). In the first chapter of this volume Kaj Sjöholm presents the guidelines for the TCE, while, in the second chapter, Terese Ahlström will describe how the the TEPT-project came about. In the third chapter Sven-Erik Hansén describes the guidelines for constructing a curriculum for the first B.Ed.-programme. In the following chapter, the context of the project, i.e. the the educational system of Tanzania is presented by the editor and Sven-Erik Hansén. Thereafter, the editor and Kaj Sjöholm will present how criteria for the entrance examination were developed and how the first students were selected, in chapter five. In the final chapter, Sven-Erik Hansén presents some views of what the future of the project may look like. We hope that our project will be a "little by little" contribution to world-wide education.

Lars-Erik Malmberg, Editor

1. Framework for English Content Instruction at the Department of Teacher Education at Åbo Akademi University

Kaj Sjöholm

1.1. Introduction

One of the most characteristic features in the development of education in Finland today is the strong urge to increase international contacts at all educational levels. A practical way to reach this goal is through international student exchange. However, exchange of students presupposes that at least part of the curriculum is implemented through languages other than the national languages (Finnish or Swedish). In fact, the decision-makers have already made provisions for bilingual programmes in our schools. Supported by the Finnish Ministry of Education and The National Board of Education, content instruction through foreign languages is becoming more and more common at all educational levels, from the primary through to the vocational levels (Hirvi, 1994, p. 3). In the implementation of such programmes, teacher education plays an important role. As stressed by Hirvi (1994), the level of language proficiency of the teachers involved in these programmes cannot be overestimated. He argues for the development of new alternatives and degree programmes for teacher education in such a way that "they combine various disciplines and subjects with advanced studies in some foreign country (Hirvi, 1994, p. 4)". However, programmes of internationalization tend to be expensive due to all the extra resources needed in terms of travelling costs, maintenance of professional expertise, development of new teaching materials etc. Yet these investments are believed to be profitable in the long run by the creation of a future multilingual labour force which possesses cross-cultural knowledge and other kinds of new skills.

1.2. Needs for English content instruction

Against this background, the Council of Teacher Education at Åbo Akademi University in January 1994 set up a working party to discover the readiness

and need for content instruction in English within its field of action[1]. The working group was also commissioned to present an action plan of how best to satisfy such needs. The first step taken by the working team was to make a diagnosis of the needs for various kinds of content instruction in English in Finland on a more general level (cf. Taba, 1962, p. 12).

General needs for international programmes

The inventory of needs resulted in an array of various types of English content instruction which are manifested in the the following four trends in education policy of today (cf. Sjöholm, Hansén & Ahlström, 1994).

(1) The new national curriculum makes it possible and even encourages the teaching of non-language subjects through a foreign language, e.g. English. This breaks the ground for using different kinds of bilingual programmes, a term which is here used to refer to all variations of bilingual education, from total immersion to short content-based courses (see Räsänen, 1994, p. 9).

(2) The increasing internationalization of educational institutions at all levels in the countries of the European Union entails stronger demands on the development of communicative language skills, especially in English. The increasing spread of IB-classes (International Baccalaureate) throughout Europe is an example of this trend.

(3) The increasing number of refugees requires the education of teachers who are qualified to teach in English.

(4) The need for teacher education in developing countries is extensive. English is usually used as a language of instruction.

The four fields of English content instruction referred to above are illustrated diagrammatically in Figure 1 (see next page). TCE stands for teaching content in English. The English content instruction programmes may be implemented at different levels on a larger or smaller scale as pre-service education (undergraduate studies), in-service education, or postgraduate studies.

On the basis of the inventory of needs presented above, the working party embarked on discussing what operational decisions to make. What are the important, overall objectives of the English-based content instruction

[1] The working party was originally composed of Kaj Sjöholm and Sven-Erik Hansén, but was later supplemented by Terese Ahlström and Margareta Morgan.

programmes? Secondly, is there a uniform target group of learners to whom such a programme is tailored? Thirdly, how is the programme best suited to the particular school system, the degree programme, or the community of the target group learners (cf. Dubin & Olshtain, 1986, p. 23)?

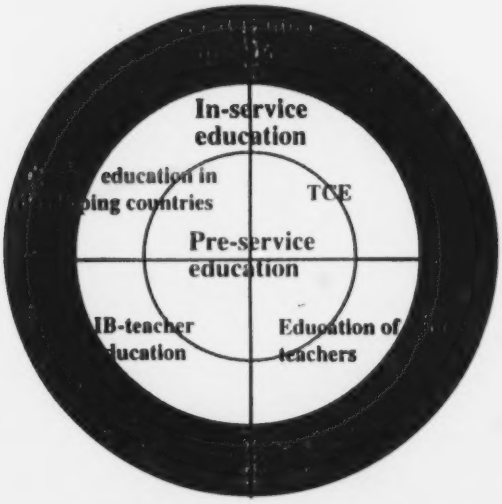

Figure 1. Overview of different fields of English content instruction.

Readiness for content instruction in English

It was held to be a good strategy to begin the planning of new English-based programmes through a survey of the components of the existing degree programmes as well as of the attitudes and qualifications of the teachers at the Department of Teacher Education. The conditions for starting English content instruction courses as an integrated part of the regular programmes in teacher education turned out to be favourable in many respects. Vasa Övningsskola (the practising school), which works in close connection with the Department of Teacher Education, started as early as 1991 an English line at the primary school level. In this line, English is widely used both in teaching various subjects and courses and in the everyday school routines, but the contents and aims are very much the same as for ordinary pupils. This project, which has been called "Teaching content in English" (TCE) has now been extended also to the junior secondary school level (see Läroplan för Vasa övningsskola 1995, pp. 33-39). English is also the main language of instruction in the IB-programme which has recently been started at the senior secondary school level of Vasa Övningsskola. The programme, which is organized by the International Baccalaureate Organization, leads to an internationally recognized matriculation examination. The first group of students were awarded their IB Diplomas in the spring of 1995.

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At least four other favourable circumstances for developing international programmes in the department could be mentioned. Firstly, the teachers at the department appeared to have a comparatively good command of English. Secondly, there was an particular research interest in the department in curriculum studies in developing countries. Thirdly, Vasa's twin town in Tanzania, Morogoro, had explicitly expressed interest in developing co-operation with Vasa in the field of teacher education. Fourthly, the Faculty of Education, Åbo Akademi, has since 1992 had an agreement for academic exchange and co-operation with the Rolle Faculty of Education, Plymouth University, England.

1.3. Operational plan for TCE and its implementation

Starting out from the results of the need analysis presented above, the working party put forward a long-term and fairly comprehensive plan of how to organize English content instruction within the framework of teacher education and postgraduate studies at Åbo Akademi (see Sjöholm, et al., 1994). It was proposed that two major kinds of English content instruction programmes were to be set up at this stage, (1) the development of teacher education, both as integrated parts of degree programmes or as shorter courses, for all categories of teachers who are engaged in teaching different kinds of contents through the medium of English (i.e. TCE-classes), and (2) the development of English-medium teacher education in a developing country (i.e. Morogoro in Tanzania).

Plan for content-based education through English

The working team suggested that the English-medium programmes ought to cover the following fields, i.e. (1) *undergraduate studies* (parts of or complete degree programmes), (2) *in-service education* for practising teachers, and (3) *postgraduate studies* (cf. Fig. 1). These programmes were to be carried out in three major phases. In the initial phases, the focus would be on various kinds of undergraduate work, whereas the later phases would be reserved for postgraduate studies (see also Chapter six).

As far as TCE-classes are concerned, the working party suggested that an experiment with TCE-education for class teachers should be started in the first phase (1995-96). It was proposed that the student teachers taking part in this experiment receive their practical teacher training in the English line at Vasa Övningsskola. A language practice period was also planned for both student teachers and teacher educators in co-operation with the Rolle School of Education in Exmouth (University of Plymouth). It was proposed that

TCE-education for secondary school teachers be taken up in the second phase (1996-97). In-service education for IB-teachers was similarly planned for the later phases (1996-99).

The other major suggestion made by the planning committee was that of working out a supplementary degree programme for Morogoro teachers (i.e. those already holding a Teacher's diploma) leading to a Bachelor of Education degree according to the course requirements of the degrees awarded at Åbo Akademi University (120 study weeks). In the original plan, students were supposed to be enrolled in the programme in the autumn of 1995 and the studies were to be completed by the end of the spring of 1996. The programme was to be implemented in co-operation with the Morogoro Teacher's College, mainly as distance learning. The language of instruction was to be English. The articles in this volume will deal with the development of the Morogoro programme only.

The initiation of the Morogoro B.Ed. programme.
In the spring of 1994, a delegation from Morogoro in Tanzania visited Vasa. The preliminary negotiations with the planning committee for English content instruction resulted in a request from the Morogoro delegation to initiate co-operation with Vasa in the field of teacher education. As a result of the ensuing correspondence with Morogoro officials, representatives from the working party visited Tanzania in the beginning of 1995[2]. An important task for the Vasa representatives was to make an assessment of the school system and the general educational situation in Tanzania (see Chapter four). The survey of the educational situation in Tanzania formed the basis of a joint project between the Teacher's College in Morogoro and the Department of Teacher Education at Åbo Akademi University. As mentioned earlier, a degree programme leading to a Bachelor of Education degree according to the requirements of Åbo Akademi University was developed to suit the conditions in Tanzania[3]. The guidelines for the development of the curriculum of the first B.Ed. programme in Morogoro are presented in Chapter three. A description and analysis of the entrance procedure is presented in Chapter five. Chapter two in this volume presents the background and practical problems in initiating a project of teacher education

[2] The working party was represented by Sven-Erik Hansén and Terese Ahlström, who visited Morogoro for two weeks in January 1995.

[3] Lars-Erik Malmberg was employed to develop the programme which was called Teacher Education Project in Tanzania (TEPT).

in a developing country. Finally, Chapter six puts forward some scenarios of what direction to take in the future.

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2. The initiation process

Terese Ahlström

When this report appears in print, the first B.Ed.-programme in Morogoro Teacher's College has already started, within the framework of the Teacher Education Project in Tanzania (TEPT). The planning of the project started in the autumn of 1994, when the need analysis of English content instruction in Finland was made (see Chapter one). In the present chapter we wish briefly to present how the project came about. A chronological description of the initiation of this project will be attempted. This description starts from the very first fumbling steps, which gradually lead up to concrete plans and, finally, to an implementation of these plans. The focus will be on two major themes. Firstly, we would like to identify the educational needs and expectations as they were expressed by educational authorities in Tanzania. Secondly, we wish to focus on the setting of the preliminary educational objectives for the TEPT-programme and comment on strategies how to attain these objectives. The latter theme will be discussed in some detail by Hansén in Chapter three.

The methodological approach of this chapter might be characterized as action research. The collected data comprised videotaped interviews with educational authorities in Morogoro, Tanzania and systematic diaries made by the researchers who visited Tanzania in January 1995.

2.1. Identifying educational needs and expectations

A delegation from Morogoro, Tanzania visited Vasa in May 1994. As Vasa and Morogoro are twin towns, this indicates that established contacts to the municipality already exist. Ever since 1990 the Association for Developing Countries in Vasa has carried out several projects within the health and educational sector. The delegation, comprising representatives from the Morogoro Municipality, expressed their wishes for cooperation within the field of teacher education. The Tanzanian offer to cooperate fitted well the guidelines expressed in the action plan for TCE (see Chapter one). Thus the initial step of the TEPT-programme was taken.

Because of the standards of Finnish teacher education programmes and the scanty knowledge of Tanzania, it was necessary to visit Morogoro in order to establish contacts and to survey needs and expectations. Before the departure from Finland, we contacted educational officials at all levels in the Morogoro district and Municipality, Morogoro Teacher´s College and the Ministry of Education and Culture in Dar es Salaam by mail. We contacted seven officials in Morogoro and two at the Ministry of Education. We presented our action plan and announced our visit. Moreover we asked for their assistance with information and knowledge and requested them to express their expectations and needs. The questions given to the Morogoro officials dealt with the following issues:

(1) Information about the structure of the Tanzanian educational system on the primary and secondary level.
(2) Information about school curricula for primary and secondary level, the principles for decision-making on the central, regional and the local level.
(3) The structure of teacher education for the primary and secondary level including curricula and syllabuses.
(4) The principles of student selection.
(5) Needs for further qualification of different categories of teachers and student teachers.

The purpose of the first visit to Morogoro was twofold. Firstly, we wanted to receive comments and responses to our plans and secondly to get an inside view of current educational needs within the area of Morogoro. The contacts with the officials of the school system in Morogoro gave not only knowledge for developing the project further, but also useful knowledge and experience of how the school system is administered. The present chapter will therefore also include conclusions about the school system and the administration that are important for the planning of the programme.

The contacts gave a deeper understanding of the cultural and historical influences on the school system and its administration. Our impression of the system, was that all institutions act very independently of each other without mutual cooperation. There seemed to be no established cooperation between the national teacher education and the local school authorities. An example from the diary illustrates this..." the persons who received our letter had made no attempts whatsoever to arrange a common meeting in order to make preparations for our visit". On the other hand there was a direct communication between the teacher education and the Ministry of Education. Morogoro Teacher´s College (MTC) was the only institution out of six visited

that seriously answered the questions in our initial letter. The principal at MTC also assisted by making the contacts to the Ministry of Education. The general attitude towards the purpose of the very project was extremely positive. All institutions were anxious to get the project to their own institution. "How do we benefit if you link the project to the Teacher´s College" an official at the Municipality asked, when we presented our plan. One of the officials with no teacher background considered himself entitled for B.Ed. studies because of his position. Personal interests and advantages presented made us aware of the selection of students being of particular importance.

Throughout the discussions with officials and teachers educational and material needs at all levels were presented. In particular, educational needs for secondary and vocational school teachers were expressed. In-service training was needed for all teachers but for supervisors and tutors in particular. Material resources were wished for in the form of school buildings and equipment.

The Principal at MTC presented very concrete needs. His main concern was to increase the educational level among his colleagues. Out of a total of about 40 teachers less than 10 tutors had a university degree, whereas the rest were diploma holders. He suggested an education that aimed at a B.Ed. or M.Ed. exam for his teachers. Moreover, he stressed the importance of in-service training for all tutors. An adjusted educational programme, in accordance with the standards of Åbo Akademi, leading to B.Ed. or M.Ed., became a common basis for further planning.

2.2. Setting objectives and strategies to attain them

Objectives

An objective has been defined as a statement of intent used as a basis for the development of e.g. a curriculum. Objectives can according to Kansanen and Uusikylä (1983) be divided into two dimensions, the degree of generalization and the utterance in time. The discussion of the first dimension will be limited to specific problems related to the process of targeting the objectives of relevant areas. We estimated the questions of relevance according to gained information about the educational situation and needs expressed by people in charge of education and teacher education. Our starting point was to identify needs and problems within teacher education. In discussions with principal Mhaiki we identified three problems. Firstly, the relation between subject studies and pedagogy in teacher education was in imbalance. It means that the

content was dominated by subject studies (cf. Ishumi, 1994). Secondly, the content is tied up with the final examination of teacher education in which 9/10 of what is assessed comprises subject studies and 1/10 only is pedagogy. Thirdly, it was hard to influence the highly detailed syllabuses, because they were stipulated by the Ministry of Education.

It was obvious that pedagogy and didactics was to become the main issue for the planned educational programme. More specific suggestions to be included in the programme were micro teaching like methodology, education planning, and knowledge of learning theories. Furthermore, we thought that visits to primary schools and contacts with the teachers in their every day reality and teaching situation would also prove valuable. The content has to be applied to the didactical conditions of the classrooms.

Discussions with teachers, officials and people in the health sector contributed to our understanding of the current general conditions in Tanzania. Interviews with medical doctors from Finland carrying out a project at the hospital in Morogoro at the same time made us aware of the health situation in the district. They have been engaged in preventive health care and AIDS-programmes for about four years. They suggested e.g. AIDS-information as a given part of a teacher education programme. It could easily be implemented in cooperation with the medical doctors at the hospital in Morogoro. Another problem in the district is the destruction of the woods and its environmental consequences. The commissioner of the Teachers´ service in the district who is dealing with the teachers´ welfare and has a broad picture of the situation told us about the teachers´ terms of employment, their wage level, the income policy, the social and mental problems among teachers etc. We became aware that we have to pay attention to issues like democratization, gender, health e.g. AIDS and environment, in an adjusted teacher education.

The second dimension of objectives is related to the utterance in time and has been linked to the TEPT-project in total. Here three different phases could be distinguished. In the first phase the programme is concentrated on the B.Ed.-programme, in the second phase on the M.Ed.-programme, in the third phase on the postgraduate programme, i.e. Ph.D.-programme. The objectives being set up have as the discussion has indicated been restricted to the first phase, i.e. the B.Ed.-programme.

Strategies

The notion strategy refers to the question of how to focus our attention to a highly complex, new social and cultural context. More concretely a strategy means to have appropriate principles of decision (Hills, 1982). We will here discuss three aspects of the notion. The first aspect relates to the question of

decision principles of student selection, the second to the creation of the structure of the programme, and the third to the implementation of the B.Ed.-programme agreed upon.

Our experience had made us aware of the importance of clear selection criteria. According to the general stipulations for selection of the students to Åbo Akademi University, prior working experience as well as language knowledge should be the basis for selection. The applicants´prior educational background, such as their prior teacher careers, and their personal motives for enrolling in a programme for academic teacher studies provided us with important additional criteria for student selection. On the basis of the negotiations with principal Mhaiki, it was suggested that tutors at the Morogoro Teacher´s College who were diploma holders be the target group for the B.Ed.-programme. We also had to consider the needs among teachers in the Morogoro municipality. The reader is referred to Chapter five for a description of the student selection procedures.

As a result of the discussions of the structure of the programme with the head and staff at MTC, distance education came out naturally as a means of implementing it. However, such a programme must be adapted to the current financial situation on one hand, and to the fact that our students are working as full-time teachers and tutors on the other. The framework could be a two-year distance education programme with four contact study periods a year in Morogoro (see Chapter three).

We also discussed practical arrangements and principal Mhaiki promised room at MTC for carrying out the contact study periods. In order to cooperate in the continuous planning of the project and later on in carrying out and evaluating the education, we agreed on establishing a managing committee. The committee might consist of 3 to 4 members from the staff at MTC and from among the teachers of the Åbo Akademi University carrying out their contact study periods. The first tasks for the committee could be to inform about the programme, participate in the selection of students etc. The principal agreed to be in charge for the planning of the project and he also took the necessary contacts to the Department of Teacher Education at the Ministry of Education and Culture.

2.3. Summary

Our visit to Tanzania arouse an array of new questions and called for a need of increasingly deepening and widening our understanding of the East African

culture. Additionally, our visit revealed weaknesses and acute needs in the existing syllabuses. On the basis of the cultural analysis above, a teacher education programme adapted to the educational problems relevant for the Tanzanian teacher was created. A continuous dialogue with the staff at MTC and with the officials in Tanzania is necessary. It is evident, that the content of the courses, have to be closely related to expressed needs, with the regular programme offered by the university in charge and also with the educational programme, aiming at different degrees, at the university of Dar es Salaam.

Our experiences also show that in our strivings towards internationalization within teacher education we also have a global responsibility. The general aims of the project have to consider that we are dealing with long-range goals concerning the development of children, adolescents and adults in Tanzania. Therefore issues like democratization, gender-equality, ecological problems and health have to be a natural part of an educational programme in a developing country.

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3. The curricular content and structure

Sven-Erik Hansén

The course content and time schedule for the B.Ed.-programme was planned according to the experiences of the field visit to Morogoro, in January 1995, which was described in the previous chapter. In this chapter two topics are focused on. First, the guidelines for the curriculum design will be outlined. Second, the instructional framework will be described, according to two principles, autonomy and interaction. With these theoretical assumptions in mind, the curriculum was designed (see Appendix 1). The notion 'curriculum' is complex, because of its various uses in different educational contexts. We will limit the notion to a traditional dictionary definition containing a specified fixed set of pre-planned courses of study leading to a university degree (cf. Jackson, 1992, p. 5). The curricular approach has actualized three questions which will be briefly examined: where should the locus of control be set in the constructing of the curriculum? How should the term pre-planned be interpreted, i.e. what should be included in the pre-planned curriculum? And how should the curriculum be structured?

3.1 Constructing the curriculum

The complexity of curricular construction requires the need for dividing the enterprise into manageable elements. From the present standpoint we want to focus on three aspects which have been actualized in the process of constructing the first curriculum: the *intentionality* embedded, *the selection* of the content and the curriculum as *work*. We will here limit our discussion to include features which were important for constructing the first curriculum text. The reader is referred to the sixth chapter, for a review of guidelines for curriculum modification in the future.

Intentionality

The first aspect of curriculum construction and of education in general, is *intentionality*. This aspect is connected to the problem of integrating disparate curricular content elements stemming from different sources. A prerequisite for formal and informal education is that a certain purpose always is

prebuilt in the definition of education. The principle of intentionality guides, according to Kansanen (1993, pp. 52-53), the total process including both the general direction and concrete details in the construction of the curriculum. The intentionality can be seen as twofold. It will be illuminated and it receives meaning through the curricular content and it becomes an integrated part of the involved parties´ thinking. The parties bring their visions, with their knowledge and experiences, into the process of constructing the curriculum.This will also mean that the intentions will change according to changes in the environmental circumstances, and thus affect the curriculum.

Selection of the content

The second aspect entails *selecting the content.* Several theories, offering different criteria bases for selection of learning experiences have evolved. Theoretical aspects on this issue have been made by, for instance, Tyler (1949/1989) and Klafki (1963) The choice has to be made in relation to the students to be taught, to the cultural context, to the estimated future relevance etc.

The overall problem concerning the selection of the content for the B.Ed.-degree may be condensed into the question: what institutions and parties should be authorized responsibility to decide the content? A simple answer to the question, could be that it is the institution in charge of the programme and responsible for financing that is the one to decide. The statement may be accepted only in part. When a university department locates a graduate programme in another country, a multitude of parties and factors have to be taken into consideration. Among those are the prevailing educational policy in the target country, the identified needs of the institutions, the needs of the students, and the assessment and credential system practised in the universities of the receiver country. According to our view, the process of selecting the content has to be in close connection to a research-based understanding of student teachers' (in our case, teacher tutors') ways of thinking, their own repertoires of concepts and criteria for constructing and evaluating their own teaching (cf. McIntyre, 1988, pp. 103-106). According to the perspective outlined the constructors of the curriculum have to be sensitive to cultural diversity. One way of facilitating the problems caused by cultural differences is to start from the students' experienced world and to develop a common language of education for communication. Thus this issue is closely related to the question of interaction, which will be discussed later in the chapter.

When we prepared the curriculum for the first B.Ed.-programme, we proposed a mixture of two guidelines. On the one hand, the curriculum should be comparable to the B.Ed.-programme at the department of Teacher Education at Åbo Akademi University on the one hand and to the University of Dar es

Salaam on the other. The content of the courses in the TEPT-programme were balanced between the needs expressed by representatives of the Teacher's College in Morogoro (e.g. guidance and counselling and research methods) and comparable to the Finnish and Tanzanian University programmes. In Appendix 2, a content analysis of the B.Ed.-programmes at both universities is presented together with the Morogoro-programme. The involved parties in the process of constructing the curriculum may be illustrated schematically (see Figure 2).

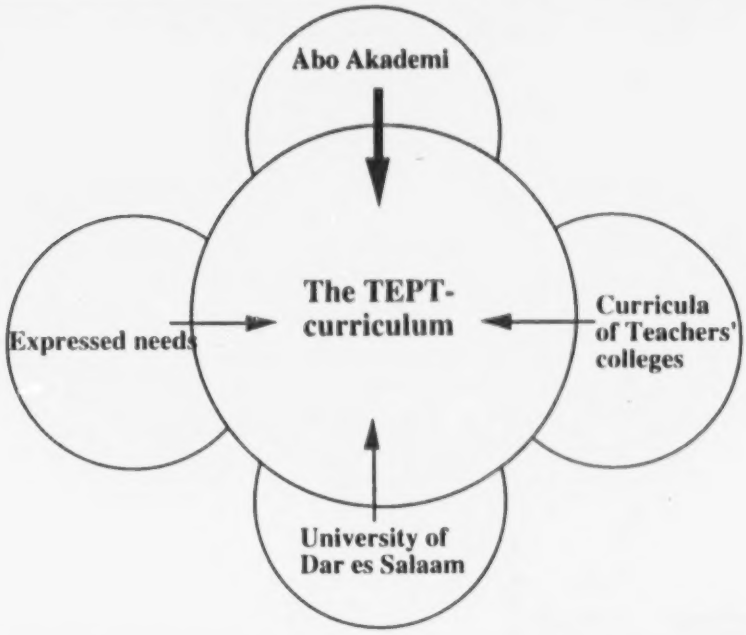

Figure 2. Involved parties and institutions in the construction of the curriculum.

The figure needs explanation. The thickness of the arrows graphically indicates the respective strength of each source on the curriculum. As the TEPT-project is financed and conducted by Åbo Akademi University the main responsibility for the construction of the curriculum rests on the university in charge. But it is necessary to point out that the three other parts have played an important part in emphasizing content areas and in refining the curriculum. The locus of control is thus shared among the parties involved.

The curriculum worked out will offer clear general directives for action. The term pre-planned curriculum will, though, be limited to broad guidelines. The

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final decisions about the selection of the content, the perspectives and the detailed time framing will be made together with students.

So far the discussion has been concentrated on the decision-making process. We also want to focus briefly on two topics which are essential for the course, i.e. thesis writing and communication.

Thesis writing is a visible expression of independent academic studies. Thesis writing, in terms of time duration, size, theoretical ambitions of students and practical arrangements will be discussed. One issue, which has been actualized in connection with thesis writing, is how to arrange and integrate guidance and seminars into the courses. Obviously, there has to be a scheduled time for guidance during all the contact study courses during the later part of B.Ed. courses. How the guidance should be conducted has to be planned and decided in more detail, after the first teaching experiences. The first seminars could be carried out as parts of the course in research methods. The last contact study period is suggested, to be as seminars only.

Another important issue is literature, and the accessibility of recent research. Fortunately, the principal at MTC has anticipated this need and equipped the library with some relevant literature, including current research, from somewhat different educational fields. The literature available at MTC, however insufficient, will serve as an important tool for students when they construct theoretical frameworks for their thesis. Students' access to current research reports from the late 80s and early 90s has to be regarded as first priority in further planning of the courses. Additionally, we would like to subscribe to educational journals and reviews.

Communication is another topic related to thesis writing and to the TEPT-programme as a whole. In this context we will focus on the role modern communication and information technologies could play in the programme. The lack of facilities for computer based communication limits students' access to current research. A prerequisite for successful thesis writing is to integrate computer skill courses into the project. For students in the first B.Ed. course, arranged at Morogoro Teacher's College, a computer course has been arranged, in cooperation with the Finnish project Tushikamane. Every student will receive a month (two hours twice a week) long course, focused mainly on writing programmes, and in addition, ten more hours of personal practice. The assignments connected with the first course can be written on computers. The educational assumptions that underlie the use of computers, combined with the economic investment to be made, need careful examination. Which are the practical and financial prerequisites for creating a strong learning environment by using virtual tools? The benefits of smoothly functioning

communication by appropriate technical equipment have also been pointed out by educational researchers for creating powerful learning environments, despite distances (cf. Husu, et al., 1994).

Curriculum as work
The third characteristic feature of curriculum is presented to students as work (Elmore & Sykes, 1992, p. 210). The notion work, in this sense, is defined as all the actions and measures taken in order to reach the curricular goals, which have been set up. The work can be carried out in different ways. Certain tasks for work are suitable in one setting, while other tasks will fit into another setting. Certain kinds of tasks are more suitable for one type of course than for another. Above all, the chosen type of work has to be adapted to students' contextual and individual prerequisites. The characteristic features of students' work can be labelled with the notion independence. The meaning of the notion will be discussed later on in the chapter.

The three previously presented aspects, served as general principles for guiding the construction of the curriculum. The discussions which were held held in the initiation of the TEPT-programme with different parties involved, offered a wide range of topics to be further taken into account in the ongoing process of elaborating the curriculum (see Chapter 2).

3.2. The instructional framework

An essential part of curricular work is related to the question of how to organize the means in order to achieve the aims. The means consist of a set of measures and activities selected, organized within a given framework to bring about the forms of development desired (cf. Hirst, 1970, p. 68). The structure of the TEPT-programme, so far conducted, can methodologically be placed within the instructional framework of distance studies (see Patten, 1995). Distance studies have become one of the key elements in planning and carrying out adult education during the 1980s. However, the approach contains a variety of concrete forms which might differ in the structure and degree of teacher involvement. When literature on the topic is reviewed (e.g Keegan, 1994) three principles can been used to describe the character of distance studies:

(1) *The theory of industrialization* views distance studies as an industrial production, characterized by a high degree of pre-planning, standardization and mass-production.

(2) In *the theories of autonomy,* students' independent or self-conducted studies are regarded as the basic principle. The level of autonomy is related to several conditions, such as the students capability, former experiences and the structure of the curriculum adapted to suitable material.

(3) In *the theories of interaction,* communicative aspects of distance studies are focused on. The quality of interaction is considered to be of central importance for students' emotional and intellectual commitment to the studies. A thematized ongoing discourse is regarded as a prerequisite for a functioning interaction.

The TEPT-programme may be conceptualized as a mixture of the two latter theories, labelled as independent or self-conducted distance studies, contact studies and modes of interaction adapted to the specific structure of the studies. (cf. Keegan, 1994, pp. 51-60). The notion `independent´ studies comprises student's self-conducted studies when students and teachers, because of physical distance, are separated. Independent studies will in practice mean that the student will be able to pace his/her studies in accordance with the circumstances and to choose topics for the thesis and to proceed in his/her own tempo. As illustrated in Figure 2, each course was designed to consist of, at first, contact studies and then of self-conducted studies. As the next course is introduced, the former one is followed up by feedback, evaluation and discussions between teachers and students. The total B.Ed.-programme was designed to consist of 10 of these modules (see Appendix 1). The shift from contact studies to distance studies may be facilitated by paying enough time and attention to formulating clear principles for activities and mutual planning of students' assignments, which are carried out during periods when the teachers are absent.

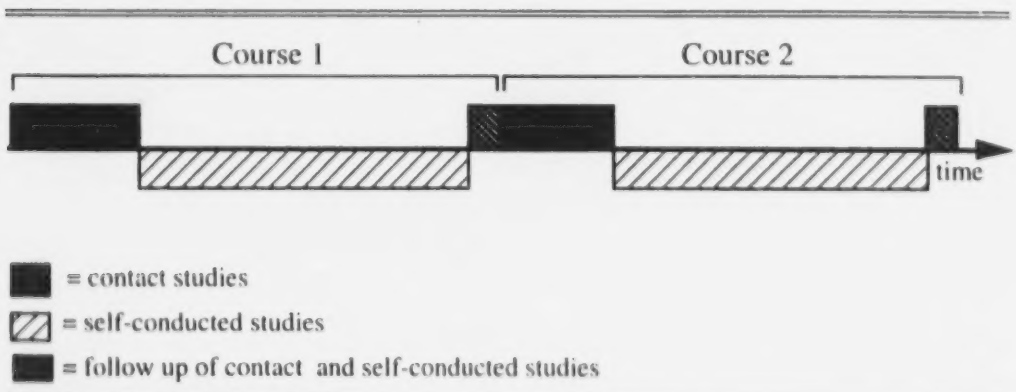

Figure 3: Structure of the courses of the B.Ed.-programme.

Interaction
Tutoring and supporting students' studies within the given framework is a demanding task, because of the geographical distance and the limited opportunities for direct contact. How could a functioning interaction be established under the described conditions? The nature of interaction is, as Kansanen (1993, pp. 53-54) has pointed out, a rather complex phenomenon and many aspects can be identified. The interaction is part of the the work stemming from the intentions and demands expressed in the curriculum. We will focus only on two aspects.

The first concerns the interaction between *teachers — students*. During the contact study periods there exist prerequisites for a well functioning interaction. The problem is how to create and maintain an interactive approach when teachers and students are physically separated. One principle emerging from the curricular structure has been to proceed in the curriculum programme by correspondence. Assignments which have been handed out to the students during a contact study period will be performed during the next distance study period and sent to the teachers, who go through the assignment, write comments and send them back, with the teachers teaching during the next contact study period. One can, however, question whether the teacher-student relationship can be symmetrical under these circumstances. Yet the benefit is that correspondence by mail will enable ongoing interaction.

The second aspect of interaction deals with *student—student* interaction during the distance study periods. According to our discussions with the students in September 1995, they clearly expressed the need to interact both socially and practically. Although the interaction between teachers and students remains limited in distance education, there are admittedly also advantages compared to traditional contact teaching. Flanders (1968, pp. 108-116) has pointed to the fact that students' independence in relation to the teacher grows when they experience themselves acting independently, despite teachers' organized work. Students do not expect continuous guidance. When difficulties occur they try to find solutions by themselves or by cooperating with other students.

3.3. Summary

The discussion about the curriculum construction for the first phase of the TEPT-programme has been an exploratory process. The outcome — the first curriculum for the B.Ed. degree — is provisional and has obviously to be revised for the next planned course. The aim of the discussion on the curricular enterprise has been to offer a brief picture of the guiding principles and the

parties and institutions. Despite the fact that one university is ultimately responsible for carrying out the TEPT-programme, it is obvious that the construction of the curriculum has to be elaborated in close connection together with involved parties and institutions. The reasons for cooperation are related to the questions of how to overcome problems of cultural diversity, how to fit the curriculum into the educational system and how to respond to the needs. Our experiences so far point to the fact that it seems to be of some importance for further development of the curriculum to establish a reference group with representatives from the parties and institutions involved. The mandate of the group could be to evaluate and to suggest changes.

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4. The educational system in Tanzania

Lars-Erik Malmberg and *Sven-Erik Hansén*

4.1. From Tanganyika to Tanzania

Tanzania has been influenced by various religious, political and economic powers throughout its history. Self-evidently, those powers have had an impact on the development of the educational system. The aim of this chapter is to present a general review of the educational system and teacher education, as a background for the TEPT-project. Central turning points in the history of the country, and their impact on education, are focused on. The readers may note that historical writing on Africa (e.g. Fage, 1995), including this volume, has mainly been dominated by Western ideology and concepts (Mafeje, 1978), thus neglecting native concepts. With that in mind, let us proceed.

Tanzania, former Tanganyika, is an Eastern African country, situated just below the equator, by the Indian ocean. The East-African region was formed by the collision of two continental plates, some 60 million years ago, creating the foundations for the Homo Sapiens species. Several fossil findings (e.g. Emiliani, 1992) support the assumption that Africa has the longest history of all human societies, even though literally undocumented (Fage, 1995, p. 1). This the readers may also keep in mind when they read about the "discoveries" of terra incognita, carried out by various Western adventurers during the last centuries.

Cultural diversity

Cultural diversity in Africa is strong. According to Murdock's *Ethnographic Atlas* (1967) Africa is inhabited by at least 239 different societies, which may be clustered into 85 larger groups of cultural similarity (Murdock, 1967). Tanzania alone includes some 120 more or less similar ethnic groups, or tribes. These subcultures, naturally, display large variation of languages (e.g. Bantu or Nilotic) and local dialects, religion (e.g. native, Christian or Muslim), initiation rites (e.g. circumcision or isolation of adolescents) and kinship (e.g. matrilineal or patrilineal) (reviews: Murdock, 1967; Tumbo-Masabo & Liljeström, 1994; Fage, 1995). Most tribes do not have written

language, whereas oral tradition has been the main means of cultural reproduction. The written history of Tanzania began when people on the east coast came in contact with Arab and Asian merchants and slave traders, around 100 A.D. (see MTUU, Vol 3). In the coastal area, Kiswahili was used as a *lingua franca*, for business negotiation, in addition to Arabic. In fact, the word *swahili* means `living on the coast´. Simultaneously, Islam was introduced as religion. Kiswahili was firstly written in Arabic letters, and was later transcribed to English orthography. Today Kiswahili contains easily identifiable traces of Arabic language.

Western influence
Since the 16th century, Tanzania was firstly influenced by the Portuguese, by Vasco da Gama, his allies and missionaries. Thereafter, the Portuguese were followed by the English, French and Germans. Arabs and missionaries started schools which enrolled believers. Thus, only a small proportion of the population was enrolled in education. After the German impact, from 1884 until 1919, the British empire ruled the country. During that period, education, in English, was still a privilege of the few. On December 9, 1961 Tanganyika became independent from British colonialism, and was called Tanzania.

Today, Tanzania's 950 thousand square kilometers are inhabited by roughly 28 million people. The country consists of mainland Tanzania, and the three islands which belong to the autonomous archipelago Zanzibar. The main language Kiswahili, is spoken by 90 % of the population, even though only 0.5 % of the population speak it as mother tongue (World Bank, 1995). Among the largest ethnic groups today are the Sukuma (13 % of the population). Despite frequent intertribal marriages and migration, some tribes have remained culturally unassimilated. For example, the nomad Maasai are today easily identifiable, due to their strongly traditional clothing, language and tradition (von Mitzlaff, 1988).

4.2. The present school system and enrollment

The Tanzanian school system, consists of a seven year primary school (Standard I - VII) and a six year secondary school. The secondary stage consists of two parts, the O-level (Form I - IV) and the A-level (Form V - VI) (see Figure 4). After the A-level, students may apply for University studies. At the end of Standard VII, Form IV and Form VI, all pupils perform a centrally distributed standardized test, after which the most successful may enter the following stage. How did this school system come

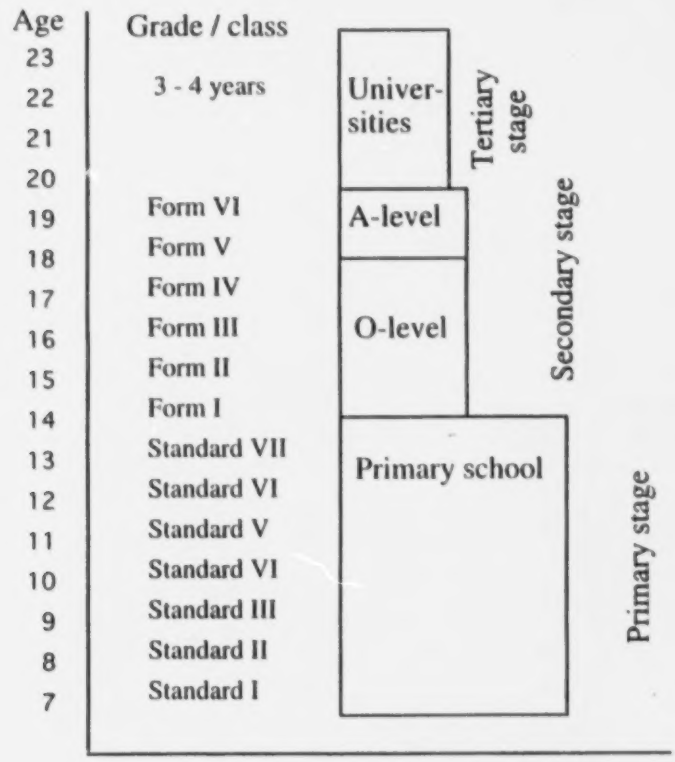

Figure 4: The educational system of Tanzania

President Nyerere and Ujamaa

According to president Nyerere's declaration in Arusha, 1967, villagization and primary education expanded rapidly in Tanzania, according to the Ujamaa ideal (see MTUU, Vol 1 - 3; Ruhumbika, 1974). Ujamaa was a socialistic ideal influenced by marxism, in russian and chinese versions. According to this ideal a member of the state should be hard-working and nation building. Accordingly, also the educational system was planned to include collective values and attitudes, over and above individual ones. These values were formulated in centralized documents (MTUU, 1976, Vol. 1-3) and in syllabi (e.g. The Ministry of Education, 1980a, 1980b). The most explicit policy of the educational system was called education for self-reliance. The next policy to enter the scene was called Universal Primary Education (UPE).

Enrollment

As we can see in Figure 5, the enrollment ratio for the primary stage (expressed as a total number of pupils in Standard VII) has increased constantly from the early 60s, reaching a peak in the mid 80s, whereafter a decline has occurred. Expressed as a proportion of the average year cohort (about half a million children) about a fifth were enrolled in the 60s and two thirds in the early 90s. (BEST, 1994; Ishumi, 1994; World Development Report, 1995, p. 216). Although the numeric enrollment in both primary and secondary education has increased between the 60s and the 90s, the enrollment percentage in secondary school, in relation to the Standard VII leavers, shows an inverted U-shaped pattern: 29% of school leavers started secondary education in 1963, 3.4 % in 1984 and 13% in 1992. This school-leaver to secondary school-starter ratio was due to a more rapid expansion of the primary stage than of the secondary stage. In the early 80s about half the secondary school students attended public schools and half the students private. In the 90s more secondary school students are found in private than in public secondary schools (Ishumi, 1994, p. 27).

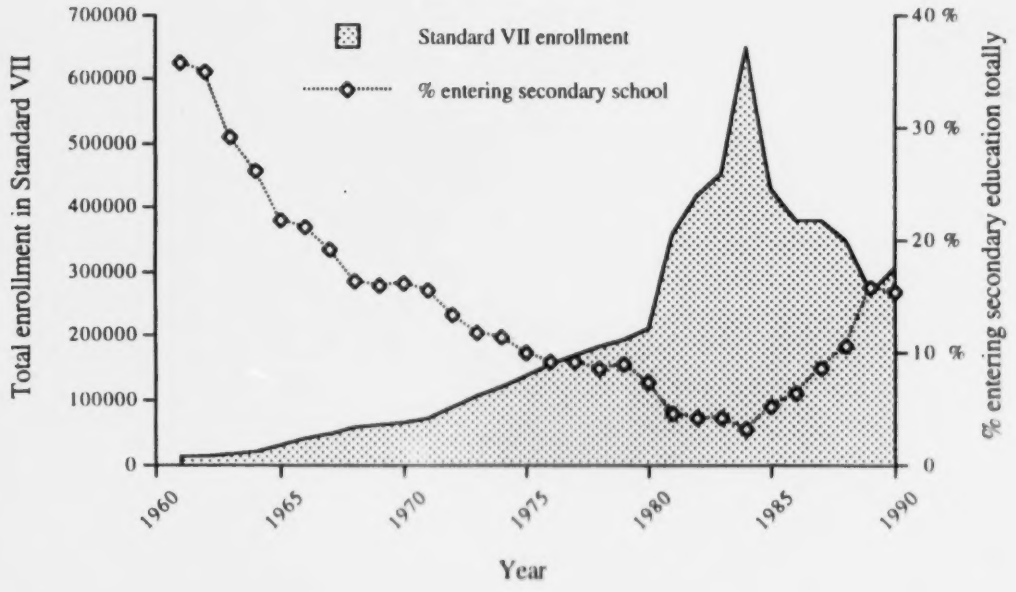

Figure 5: Enrollment of students in the Tanzanian school system. (source: Ishumi, 1994, p. 27)

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On average 80% of each class succeed in the form IV and form VI examination in secondary school. In Form V and VI three quarters of the students are boys, while the average gender division in the educational system is generally equal (BEST, 1994; Kwuaya Puja & Kassimoto, 1994). The enrollment in universities follows a similar, but somewhat slower pattern than the rest of the school system. In the early 1990s the total number of students at the two universities in Tanzania (University of Dar es Salaam and Sokoine University) was about 4.200, distributed over different academic and technical disciplines. Ten years earlier (1980s) the total number was namely about 3.400 (Ishumi, 1994; see also ESAURP, 1987, 1993). Since the declaration of independence in 1961, huge efforts have been made, as shown, in order to increase the number of students totally in the country. In 1988 the former president J. Nyerere reviewed the twenty years of progress by stating:

> "---As a consequence, whereas we had about 825 000 children attending primary school in 1967, we now have about 3.200.000 children attending 10.302 primary school. As a result of this achievement and the parallel success in virtually wiping out illiteracy among adults, Tanzania is now a literate nation. A major achievement indeed! (cited from Ishumi, 1994, p. 22)".

Ishumi (1994) critically comments on the quantitative achievements described above. He calls for a more detailed description of the quality of those rapid achievements. Which challenges does the Tanzanian school system face?

4.3. Challenges for the school system

Many sources of dissatisfaction, not to say disillusion, among both teachers (Liljeström, et al., 1994) and parents (Malekela, 1994) have been pointed out: classes are too large, teaching materials, teaching aids, desks and facilities are scarce, teachers mainly lecture and may use corporal punishment, teachers receive irregular salaries and are absent, and student drop out is high. The annual drop out rate is approximately 4 % due to repetition or other causes. Among the major other causes are involvement in petty business, herding cattle, moving to urban areas or looking for a job. In 1991, about 3000, 13-year-old, mainly rural girls dropped out of education because of pregnancy and marriage (Khwaya Puja & Kassimoto, 1994). Furthermore, the curriculum is heavily centralized in the country, and many innovations in teaching content have been suggested. Sex education is proposed by many authors (see Tumbo-Masabo & Liljeström, 1994) as a means to increase knowledge of the physical and mental health of young people. An increase in the knowledge of body functions and AIDS also functions as an increase in gender equality in the long run. Also, in the natural sciences, it has been

pointed out that education is one, if not the only, possible way of establishing knowledge of world resources, erosion and pollution (Emiliani, 1992, 551). Moreover, perhaps the hottest debate in the country concerns the language of instruction in schools (see Brock-Utne, 1993; Mbise, 1994; Rubagumya, 1991, 1994). In primary schools all subjects, except English, are taught in Swahili. In secondary schools all subjects, except Swahili, are taught in English.

A comparison with some other East African countries shows that Tanzanian state expenditure on education reached 7,2% (1985-87) which was the lowest rate of the selected countries. Kenya, for instance, spent 19,7% on education during the same years (Ishumi, 1994, p. 3). For more detailed analysis of specific topics the reader is referred elsewhere, e.g. economy (Workers in an integrating world, 1995), politics (van Cranenburgh, 1990), agriculture (Havnevik, 1993) or a review of education in developing countries (Takala, 1989). As these above mentioned challenges have been identified, we are inclined to ask: how is teacher education organized to meet these challenges?

4.4. Teacher education

Four levels of teacher education in Tanzania, may be distinguished (see Figure 6 on next page). Firstly, student teachers may receive a teacher certificate (i.e. "B-teachers") and qualify for the primary stage, after two years at Teacher's College. Students may apply for this option after O-level in secondary school. Secondly, student teachers may receive a teacher diploma (i.e. "A-teachers") and qualify for the secondary stage. Students may apply for this option after A-level in secondary school. Thirdly, student teachers may receive a B.Ed. (i.e. "first degree"), and qualify for teaching at any level of the school system, or administrative work. After B.Ed. they may proceed for M.A. (i.e. "second degree") or for Ph.D.. Students may apply for university after completing A-level in secondary school. Four tracks in the university are found: educational psychology, teacher education, adult education and physical education. Finally, an option called "C-teachers", is at present prescribed. During the initiation of the MTUU-project, student teachers could be enrolled in teacher education after standard VII in the primary stage. C-level teachers have gone through up-grading courses during recent years.

Enrollment

The total enrollment of students in Teacher Colleges is on average 15 000 student teachers. In 1992, about 100 000 primary school teachers worked in about 10 000 schools, while about 9 000 secondary school teachers work in 437 schools. In primary schools the teacher:pupil ratio was 1:36.6, while in secondary schools the ratio was 1:19 (BEST, 1994).

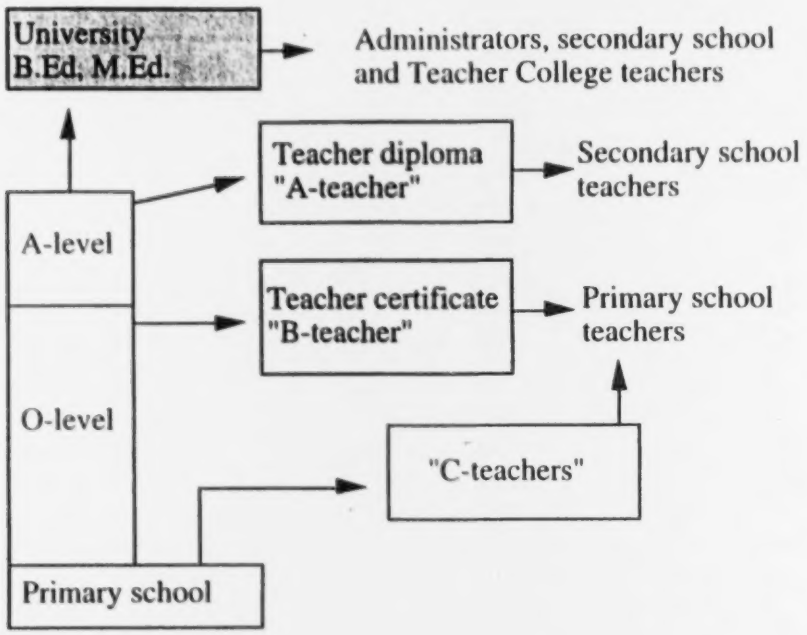

Figure 6: Teacher education in Tanzania

4.5. Summary

In the mid 90s, Tanzania stands in the crossroad of many future options, regarding the country in total. In October 1995, the first multi-party elections were held in Tanzania. This democratization process allows more voices than previously to be heard in politics. Simultaneously, the economic system is turning towards privatization and towards attitudes of pro market economy within many sectors. The changes will most probably also effect the educational system, but how? According to cost-benefit analysis by the recent World Bank Report (see Buchert & King, 1995), tertiary education in developing countries is not efficient (see also Omari, 1991). The expenditures of higher education are regarded to be too high, when compared with the outcomes. There has been a successive decrease of in-service training of teachers due to high costs, in Tanzania. In fact, Tanzania may be in need for new types of study programmes for teachers. In this context the TEPT-programme may offer possible solutions of in-service training for, at least, the Teacher Education sector.

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5. Development of the entrance examination for the B.Ed. - programme in Morogoro, Tanzania

Lars-Erik Malmberg and *Kaj Sjöholm*

5.1. Introduction

The Department of Teacher Education at Åbo Akademi University started, in 1995, jointly with the Teacher Training College in Morogoro in Tanzania a programme leading to a Bachelor of Education degree. The programme, which was adapted to the conditions of Tanzania, followed in principle the course requirements of the degrees awarded at Åbo Akademi University (for comparison of B.Ed. programmes, see Appendix 2). Applicants for the B.Ed.-programme were required to hold a Teacher's College degree (i.e. Teacher's Diploma) and should have at least 5 years of teaching experience within the Tanzanian school system. Applicants were required to have a good command of English in order to succeed in tertiary level studies, i.e. both reading, writing and communicative skills. In this chapter we wish, on the one hand, to present how the instruments of student selection were developed, and to make a critical analysis of their discriminative abilities on the other. A validation study was carried out with two of the instruments in a senior secondary school in Finland (Vasa Övningsskola). Finally, we also wish to make some suggestions for the development of future entrance tests. We will begin with a description of the instruments.

5.2. Description of instruments

The entrance test for the programme was designed to serve three main functions. Firstly, it was expected to be capable of selecting students who possessed qualities that could be characterized as those of outstanding teachers, i.e. students with a potential to develop some kind of general teacher competence. Secondly, the selection instrument was expected to display some capacity to discriminate between applicants with varying degrees of academic aptitude. Thirdly, the test battery was also supposed to discriminate between applicants with regard to their ability to benefit from English content

instruction in a university context. In addition to comprehending English in speech and writing, our applicants were also assumed to possess adequate communicative skills in English. The emphasis on these kinds of language skills was considered important because the programme was to be implemented through the medium of English.

Cloze test

In order to ensure that the entrants possessed adequate reading and listening comprehension skills in English of educationally oriented scientific texts, a test battery measuring different aspects of language was constructed. It was decided to use the cloze procedure because it appears to approximate quite closely the kind of processing involved in reading written texts and seems thus to measure a communicative language competence (Bachman, 1985, p. 14). A cloze test is a continuous text with gaps which the testee is asked to fill in (cf. Enkvist & Kohonen, 1976, p. 13). There are two main types of cloze techniques. In the 'standard cloze', the omissions of words occurs at random, but at specified intervals (usually every 5th, 6th or 7th word is deleted). In the 'modified cloze' technique, the random deletion procedure has been abandoned for a subjective or rational one. The test developer may, for example, select the words to be deleted according to linguistic criteria, e.g. a certain word class, words with specific functions etc.

Two different methods of scoring have been used. In 'narrow scoring' only the word that occurred in the original text is accepted. 'Broad scoring' accepts any linguistically and contextually suitable item. Although broad scoring seems fairer to the testees, the labour-saving narrow scoring has often been preferred by investigators. In fact, it has been shown "that the two scoring methods do not differ significantly in reliability and that they are equally valid in measuring content comprehension (Enkvist & Kohonen 1976, p. 16)". In this cloze test, both types of scoring were resorted to.

A text with a topic relevant to education in developing countries was selected for the cloze test. The text, which had the heading "Literacy in basic education", comprised some 450 words with 43 gaps in total. Every 7th word was deleted, but to make the test somewhat easier, the most difficult content words were not omitted, i.e. a slightly modified standard cloze was used (see Appendix 3).

Partial dictation

Partial dictation was the other main type of language test used in the entrance examination. Johansson, who was one of the first to use partial dictation as a test of foreign language proficiency, defined it as a test where " subjects listen to recordings of material in the foreign language and are required to fill in

the missing words in a written version of the recordings." (1973, p. 1). In the 60s, dictation was very often seen as a test merely of spelling. From the early 70s, it was found that dictation involves skills such as aural discrimination, comprehension, sound-symbol association, knowledge of morphology and syntax as well as of orthography (Brann, 1972, p. 361). Dictation/partial dictation has, along with cloze tests, been found to correlate well with other tests of overall language proficiency. Oller found that dictation correlated best with all other subtests in his battery and concluded that dictation seems to be the best single measure of the totality of English-language skills (Oller, 1971, pp. 254-255). Both cloze and partial dictation tests have been found to possess discriminatory power in student selection procedures. In fact, from 1975 onwards, both these test types have regularly been used in the entrance tests to the Department of English at Åbo Akademi university (see Ringbom, 1987, p. 83). The partial dictation test used in this entrance examination comprised a text of some 230 words recorded on tape. The entrants were asked to fill in 11 blanks with missing words in a written version of the tape recordings. In each blank, 5-9 words were missing. The text, which was read by a native speaker of American English, dealt with a central educational problem, i.e. a plea for bright children in our school system (see Appendix 3).

Self-reported language ability

Additionally, we were interested in the comparison between the applicants' subjective ratings of their language ability and their results in the language tests. Therefore, the applicants were asked to estimate three aspects of their own language proficiency on a self-judgement scale in their application form. The aspects they were asked to judge were their reading, text production and communicative skills on a five point scale (0=poor, 1=intermediate, 2=moderate, 3=good, 4=excellent).

Language proficiency rating

The applicants' productive language skills were also assessed. To ensure that the applicants possessed an appropriate level of overall communicative competence in English, one of the interviewers rated each applicant on a nine-level overall proficiency rating scale (see Appendix 3). The rating scale used had been developed by a Jyväskylä team to assess teachers' overall skills in teaching content in English (see Takala, 1994, p. 50).

Essay

The purpose of the essay was twofold. Firstly, the essay was intended to give information about the applicants' aptitude for academic studies, academic teacher studies in particular. Secondly, it was also expected to discriminate between applicants possessing different degrees of potential teacher

competence. The applicants were asked to write an essay on the topic "commitment to teaching profession and studies" so as to give them the opportunity freely to express their feelings and attitudes towards both the teaching profession and teaching studies. The time alotted for the essay was 30 minutes. Furthermore, the applicants were encouraged to title the essay according to its content. The essays were assessed for all applicants by one assessor on a four-point scale. The criteria for assessment were the following: 1=lack of commitment or focus on intrumental values only (e.g. seeing education as a means to receive higher salary), 2=somewhat committed and somewhat instrumentally oriented, 3=committed and some emphasis on internal values, 4=highly committed and great emphasis on internal values of teaching and studies.

Teacher competence: interview

The applicants' potential teacher competence was primarily assessed by means of an interview which was judged independently by three assessors on a four-point scale. The questions asked in the interview were partly based on the essay described in the previous section. The interview was focused on the applicants' motivation for the teaching profession and for academic studies leading to qualifications in this area. In fact, the applicants were judged according to much the same criteria as those used in the entrance procedure for teachers at Åbo Akademi University (cf. Engström, 1991; Uljens, 1994). It is generally assumed that the personality of the teacher is a significant variable constituting teacher competence (cf. Getzels & Jackson, 1963, 506). A personality feature which is believed to predict teacher success and teacher efficiency is the student teacher's ability to maintain interpersonal relationships with other people (e.g the pupils). In the interview, therefore, applicants who were judged to be 'superior' in their ability to maintain harmonious relations received a high score. Other criteria for assessing teacher competence is the relative prominence of different basic values, interests or motives in personality. In the Allport-Vernon-Lindzey study of values it was found that men in education scored higher on aesthetic and social values and lower on economic and religious values (Allport, Vernon & Lindzey, 1951). The most extensive study on teacher characteristics is undoubtedly the one made by Ryans (1960). One of the major aims with Ryans' study was to serve "as an aid to better understanding of teacher characteristics and associated conditions, which would contribute to improved procedures for selecting teacher candidates..." (Ryans, 1960, p. 11). However, it is a regrettable fact that despite considerable research efforts, little is still known for certain about the relations between teacher personality and good and effective teaching.

5.3. Validation study

Pilot study

In order to obtain some information about the statistical qualities of the entrance tests, the cloze and partial dictation tests were tried out on a group of pupils (N=46) from the third form in the senior secondary level of the practicing school in Vasa (Vasa Övningsskola). It was assumed that these pupils ought to have a command of English approximating the one required of our target group students (i.e. the Morogoro applicants). A comparison of the results between the two groups was expected to make it easier to interpret the results in the target group. Similar to the selection procedure in Morogoro, strict directions were given to the test administrator and to the students on how to take the tests.[1] The same scoring procedure was applied for both groups. The test results in both tests were furthermore correlated with the school grades in English. On the whole, the student reactions were that the cloze test was rather difficult. The partial dictation test, however, was by most students judged to be on an appropriate level of difficulty.

Comparison of cloze test and partial dictation in Morogoro and Vasa

In order to validate the language tests, the results of the cloze and partial dictation tests were compared between the Vasa students and Morogoro applicants. The Vasa students' scores in the language tests were believed to be a good enough external criterion on which to validate the applicants' performance in the entrance test. As displayed in Table 1 below, the cloze test in particular turned out to be rather difficult in both subgroups.

Table 1. Comparison of means in cloze and partial dictation test between Morogoro applicants and Vasa students.

	Morogoro (N=23)		**Vasa** (N=46)			
	M	SD	M	SD	Range	t test
Cloze (narrow)	10.52	4.74	15.73	4.52	0-43	***
Cloze (broad)	16.78	7.07	24.17	6.45	0-43	***
Partial dictation	39.17	11.41	61.54	6.84	0-70	***

* = <.05 ** = <.01 *** = <.001

[1] Our thanks are due to Katrina Domars-Brännkärr, the English teacher, who kindly administered the tests in her classes.

The test results indicate that the Vasa students scored significantly better in all the tests. It is believed that these differences are at least partly due to socio-cultural differences between the two groups. It was assumed that the Morogoro applicants may have been at a disadvantage at least for two reasons. Firstly, both the cloze and partial dictation technique were unfamiliar to them. Secondly, the American English accent in the partial dictation test seems to have caused trouble to many Morogoro students, which was not true of the Vasa students. It can be assumed that adolescents living in Finland are very familiar with the American accent through film, television, and music. Judging by the reactions displayed in the interviews after the tests, the Morogoro applicants found the cloze test very difficult. They described it as "tough". The Vasa students also regarded the cloze test as rather difficult. In order to find out how the language tests functioned as tests of overall proficiency in English, the scores in the cloze and partial dictation tests were, among the Vasa students, correlated with the school marks in English. The matrix of intercorrelations between the subtests is given in Table 2 below.

Table 2. Intercorrelations between scores in cloze (narrow and broad), and partial dictation test, and marks in English (last three courses) among Vasa and Morogoro students.

	Vasa			Morogoro	
	1.	2.	3.	1.	2.
1. Cloze (narrow)					
2. Cloze (broad)	.92			.79	
3. Partial dictation	.57	.65		.39	.56
4. English-school marks (Vasa only)	.58	.65	.73		

Table 2 indicates a very high correlation between the narrow and broad scoring in the cloze test (.92 and .79). It is also interesting to notice that broad scoring correlates better than narrow scoring with the other subtests. For the Vasa-group partial dictation was found to correlate best with the marks in English (.73).

5.4. Entrance examination in Morogoro

Selection of students

The selection of students was carried out in four stages. In the first stage, a group of teacher supervisors from the Teachers College in Morogoro who

lacked an academic degree applied to join the programme. This phase was administered by the principle of the college. In total, 27 applications were received. In the next stage, the level of education (Teacher's Diploma) and teaching experience (minimum of five years) were checked among the applicants. 23 of the original 27 applicants appeared to have the stipulated educational background. These 23 applicants were invited to take an entrance examination, which consisted of three subtests measuring different aspects of English proficiency. The applicants' general teacher competence (qualities of outstanding teachers) was assessed by means of an essay, and especially by means of a personal interview (see 5.2). The entrance examination was administered at the Morogoro Teacher's College in the middle of September 1995. Finally, a managing committee decided, on the basis of the results of the entrance tests, both criteria for scholastic aptitude (ability to manage university studies) and the final number of participants to be admitted to the programme[2].

Scoring and procedure

The same cloze and partial dictation tests as in Vasa were then given to the 23 applicants in Morogoro that were qualified to take part in the entrance examination (12 males and 11 females). Their age ranged from 29 to 48 years (M=40.2; SD=5.7). As was mentioned earlier, the applicants were also assessed for their productive skills in English. This was done by one assessor on a nine-level scale by observing the applicants' language performance during the interview. The general teacher competence was assessed separately by three interviewers (1 - 4 points). Similarly, an essay on the topic "commitment to the teaching profession and studies" was evaluated by one assessor (1 - 4 points). The scores of the cloze test (both narrow and broad scoring), the partial dictation test and the overall English proficiency ratings, were transformed into four point scales according to quartiles. A total score based on the seven subtests in the entrance examination was then calculated for each applicant. The subtests comprised three language proficiency tests, whereas four of the ratings (essay and interviews) reflected general teacher competence. The subtests were weighted so as to put somewhat more emphasis on the assessment of teacher competence. The applicants were rank-ordered according to the total score, and the 16 who received the highest scores were selected for the program (59 % of the applicants). Interestingly, 9 out of 11 female applicants were accepted (81.8%), whereas the corresponding numbers for the male applicants were 7 out of 12 (58.3%).

[2] A managing committee was established to make decisions about practical matters of course arrangements, evaluation etc. The committee consists of an equal number of members from Morogoro and Vasa.

Morogoro applicants' test scores

The maximum score reached in the partial dictation test (59 out of 70) suggests that the test was considerably easier than the cloze test. Table 3 shows that all the steps in the scale (1-4) were used in the ratings of the essay and teacher competence. For language proficiency (levels 1-9), the steps in the lower and the top ends of the scale were not used. Finally, the scores used in the language tests were transformed into the same scale (1-4) as the one used in the essay and interview (teacher competence). This added up to a total score comprising the sum of seven subtests ranging from 7 to 28 points according to the formula 7(1-4). The interscorer reliability between the three assessors of teacher competence was .80.

Table 3. Descriptive data of all subtests among Morogoro applicants.

	M	SD	Min	Max	Range
1. Cloze (narrow score)	10.52	4.74	1	18	0 - 43
Cloze (broad score)	16.78	7.07	3	29	0 - 43
2. Partial dictation	39.17	11.41	23	59	0 - 70
3. Essay	2.52	.73	1	4	1 - 4
4. Language proficiency	6.17	1.40	3	8	1 - 9
5. Teacher competence (total)	9.17	2.35	4	12	3 - 12
6. Total score (transformed)	19.04	4.87	9	27	7 - 28

When discussing the general method of conducting the scoring and the specific basis for the scoring of the cloze test, the assessors were in disagreement on what line to take. The 'hard-liners' advocated a narrow scoring or a strict broad scoring where only synonyms not changing the original meaning in the text were accepted. One of the assessors took a somewhat more lenient view in also accepting words that were 'semi-correct' or words that slightly changed the meaning of the original text. To avoid subjectivity and too much discrepancy between the assessors in the acceptance and rejection of items, it was decided that only the narrow scoring was to be used as a basis for student selection. The rationale behind this decision was that the correlations between the narrow and broad scoring have been found to be very high in previous studies (as well as in this study, see Table 2).

Intercorrelations of all subtests and personal features of Morogoro applicants

In order to detect possible biases in the entrance examination, the inter-correlations between the scores in the subtests and between individual features (gender and age) of the applicants were computed. The correlation matrix was

based on the raw scores of each of the subtests, the total score of teacher competence (all three assessors together) as well as age and gender (as dummy variable).

Table 4 below illustrates that teacher competence correlated best with language proficiency (.89), second-best with partial dictation (.70), then comes age (.53), cloze test (.47 and .45) and the lowest correlation was found with the essay (-.00) and gender (-.12). The cloze test correlated negatively (-.53 and -.51) with gender, indicating that the females scored better than the males. The females also scored slightly better than the males in the essay and language proficiency. All subtests correlated with age, indicating that the older the applicants, the better their achievement in the tests. Examination of the correlations between the total score and all other factors showed that

Table 4. Correlations between subtests, teacher competence, gender and age among Morogoro applicants.

	1.	2.	3.	4.	5.	6.	7.	8.
1. Cloze (narrow)	.							
2. Cloze (broad)	.79							
3. Partial dictation	.39	.56						
4. Essay	.42	.39	.44					
5. Language proficiency	.57	.44	.63	.17				
6. Teacher competence	.47	.45	.70	-.00	.89			
7. Gender (0=female, 1=male)	-.53	-.51	-.02	-.28	-.26	-.12		
8. Age	.41	.27	.60	.38	.49	.53	.01	
9. Total score (transformed)	.67	.64	.84	.36	.90	.91	-.25	.62

teacher competence and language proficiency served as the best single predictors of the total score, followed by partial dictation, cloze test, age, essay and finally gender. A probable explanation of this is that teachers' self-knowledge, awareness of educational issues and communicative skills in English increase with age. Notably, no correlation was found between essays and teacher competence.

Not shown in Table 4, the scores of the three assessors of teacher competence were correlated with language proficiency separately. The results showed that the correlation between teacher competence and language proficiency was stronger for the interviewer who estimated both teacher competence and language proficiency rating, than for the interviewers who estimated teacher competence only.

For additional information we wanted to look into the relationship between the applicants' personal estimation of their language ability and the "objective" tests. Therefore we inserted these variables into a correlation matrix. As Table 5 reveals, the broad scoring of the cloze test correlated better with personal estimations of reading, writing and communication skills than did the narrow scoring with the same subtests. This result suggests that the broad scoring may consists of a "double bias", i.e. the better a person thinks he or she performs in the English language, the better he or she will be able to construct seemingly correct answers in the cloze test.

Table 5. Correlations between the applicants' subjective estimation of their language proficiency and some subtests.

	Cloze (narrow)	Cloze (broad)	Partial dictation	Essay	Language proficiency
Subjective evaluation of:					
Reading skill	.34	.60	.38	.25	.30
Text production	.22	.53	.45	.22	.02
Communicative skills	.39	.49	.36	.45	.28

5.5. Suggestions for future entrance examinations

The cloze test used in this entrance test was too difficult, especially for the male applicants in Morogoro. Therefore, it seems plausible to suggest that the modified cloze rather than the standard cloze should be used in the future. Because of the high correlations between the narrow and broad scoring procedures, it seems safe to apply either or both scoring procedures. In order to avoid the effect of possible "double bias", the broad scoring method ought to be used according to strict guidelines, and unclear items should be checked with native speakers. The cloze test was, among the Morogoro applicants, clearly gender biased in favour of females (see high negative correlations in Table 4). This was somewhat surprising, because cloze tests very often tend to favour male participants, not females. In fact, this was true of the Vasa group where the boys scored somewhat better than the girls [+.24 (narrow), +.22 (broad)] in the cloze test. As far as the marks in English are concerned, the trend was the reverse, i.e. the female students in Vasa had received considerably higher marks than male students (-.29). Let us now return to the Morogoro applicants' gender biased results in favour of females. It is believed that the cloze test was so difficult for the male students in the Morogoro

group that it did not work properly and thus resulted in negative correlations (one of the males scored 1 point only out of 43!).

The partial dictation test, however, proved a non-gender biased, easily administrable test with reasonably high discriminatory power. Essays could be useful subtests in entrance tests of this kind, but the one used here did not correlate with teacher competence (interview). It is proposed that the directions to the testees ought to be more precise in order to avoid misunderstandings. The language proficiency rating scale proved a useful tool. In future entrance examinations it is suggested that a separate assessor is used to judge the applicants' language proficiency only. The interviews were also considered most useful instruments. In future entrance examinations, it is suggested that a wide array of tests, as in the present examination, are used to assess the academic aptitude of the applicants.

Let us finally refer to the meeting held by the managing committee after the total score of the applicants had been computed. The 16 students whom the entrance test sorted out from among the 23 applicants were spontaneously identified as a correct choice by the committee members from the Morogoro Teacher's College. This is reassuring, because it cannot be considered completely unimportant that the subjective judgments by the applicants' colleagues happen to coincide with the results of the entrance tests.

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6. Future scenarios

Sven-Erik Hansén

It seems appropriate to end a study on educational innovation by sketching future scenarios rather than prescribing years in advance what detailed measures should be taken. The arguments put forward in the present chapter stem from the total experience gained through the project so far. That involves, as the reader is aware of, all stages from the background (see Chapter one), initiation (Chapter two), curriculum development (Chapter three), to the selection of students and the start of the first B.Ed.-course (Chapter five). From this point of view, we wish to concentrate on three identified issues that call for continuous analysis and discussion: first, some view on the duration of the project will be discussed. Second, the future construction of the curriculum deserves some attention. Finally, guidelines for future recruitment of students will be discussed. Each issue would need a profound investigation. In this context the ambition, however, is only to outline a broad overview which needs further elaboration.

6.1. Scenario I: From B.Ed. to Ph.D.

Ishumi (1994, p. 157) has paid attention to the programmes developed in teacher education in east and south African countries, stressing, among other things, the need for renewing training in teaching and the need for a sufficient duration of teacher education. He states that training in teaching should only occur in special and extenuating circumstances.

According to the first contacts made by representatives from Åbo Akademi University with officials in Morogoro, Tanzania, it seemed obvious that the educational needs that were expressed demanded a long-term and diverse educational programme. Our own experiences and observations are in many ways confirmed by the recent review, written by Ishumi (1994) on educational policies and practices in eight countries in eastern and southern Africa. In his agenda for the 1990s and beyond a well functioning education is regarded to contribute significantly to faster social and economic development. The overall long term intentions for the TEPT-programme fit well into

Ishumi's framework. The progress of TEPT, is, for the time being, straightforward and pragmatic.

The TEPT-programme has been organized to include opportunities for both continuing education and research. At this stage, however, the main emphasis has been put on academic degree courses (B.Ed.). A preliminary plan was scheduled to comprise 2-3 B.Ed.-courses, spread over 4-6 years, each of which lasting one and a half to two years. A second course could start before the former had been completed.

After completing the B.Ed. courses, a solid basis for M.Ed. courses will be made. The master's course could be organized in the same way as the B.Ed. courses and take about the same amount of time, totally 40 sw. (sw. — see Appendix 1). In the master's course the main focus will be on methodological issues, including thesis writing. For that reason, personal and group guidance of students has to be considered when planning the course. Due to the structure of the TEPT-programme, i.e. contact study periods and distance periods, efforts are made to guarantee that the students have appropriate opportunities to receive guidance.

The students graduated from some of the master's courses will provide us with a good basis from which to select, say, 6-8 students for a doctoral programme. An estimation based on experiences from doctoral courses in Finland indicates that it might be realistic to schedule a Ph.D. course to take about 3-4 years. A precondition for keeping this time schedule is that the students will have an opportunity to participate in full time studies for at least one of those years. Part of that time could be spent at the responsible university. During that period, the students could participate in the regular doctoral course, held at the university. Cooperation with the university of Dar es Salaam is to be considered, if not earlier, then at least on the postgraduate level.

6.2. Scenario II: Future curriculum construction

The aspects emphasized in Chapter 3 concerning the process of constructing the curriculum also serve as guidelines for future development of the content.

The first aspect concerns the question of how the *intentions*, stemming from different sources, can be incorporated in the curriculum. This aspect is a crucial part of the process of constructing the curriculum.

The second aspect, i.e.the process of *selecting the content,* has even for the future to be closely connected with the parties involved and with the result of continuous evaluation. Therefore, a continuous dialogue with the staff at Morogoro Teacher's College (MTC) and with the educational officials in Tanzania seems to be necessary. It is evident, even for the future, that the curriculum has to be closely related to expressed needs, with the regular programme offered by the university in charge and also with the educational programme, aiming at different degrees, at the University of Dar es Salaam. Developing criteria for evaluating the curriculum and the strategies used need to be continuously followed up by adequate measures.

Thirdly, in the future development of the curriculum we need to pay continuous attention to the particular kind of *work* that is considered appropriate with regard to the aims, the structure and the students' academic and practical conditions. Moore (1975; 1977) identifies two components of independent studies which illustrate the specific character of the programme which has to be taken into account: programmes designed for students in a distant setting from their teachers and programmes designed for the encouragement of independent/self-conducted studies. (Keegan, 1994, pp. 62-64)

The three aspects are reflected in the construction of the curriculum as a whole and particularly in the writing of a thesis.

In Chapter three we have already pointed out that thesis writing forms an essential part of students' work in trying to provide them with a scientific approach. A way of uniting students' intentions is to be sensitive to their expressed wishes in selecting topics for thesis writing. During the first contact period, in September 1995, students and other parties expressed their interest in topics concerning micro teaching, particularly the didactical (instructional) conditions in class rooms with many students (up to one hundred). Additional classroom observation in a primary and a secondary school, arranged during the same period, show that there is an aggregated need for applied studies which probably could shed some light on and deepen teachers' understanding of the teaching process and related issues in their own educational environment. When exploring the relation between theory and practice, it seems to be of obvious importance, in connection with periods of practising teaching, to elaborate guidance and counselling directed to student teachers, as a part of empirically based thesis writing. Other topics which have come up concern the relation between different aspects within the educational system and wider society, e.g. teachers' public trust, societal expectations etc.The thesis projects of students, on all levels, i.e. B.Ed., M.Ed. and Ph.D. levels, could naturally be adapted to educational problems relevant to the Tanzanian educational context.

In addition to what has been mentioned in Chapter three, about the need for using modern communication technology in thesis writing and in studies on the whole, we want stress the importance of equipping the TEPT-programme with computers. In the perspective of about three to four years from now, there is a growing need for a computer class stationed at the college. To start with, 6-8 computers and 2-3 style writers could be purchased. A computer class would enable the students to use computers freely whenever needed. Especially when M.Ed. courses start, a computer class permanently stationed at MTC would be a helpful tool in the students' self-conducted work.

Another issue of current interest to thesis writing is how to arrange and integrate guidance and seminars into the courses. Obviously, there has to be a scheduled time for guidance during all the contact study courses in the later part of B.Ed. and M.Ed. courses. How the guidance should be conducted has to be planned and decided in more detail, after the first teaching experiences. The first seminars could be carried out as parts of the course in research methods. The last contact study period in both courses (B.Ed. and M.Ed.) are suggested to take the form of seminars.

The aspects identified call for deepening and widening our understanding of the weaknesses, the needs in the content and structure of the educational system and thus create a solid foundation for measures to be taken.

6.3. Scenario III: Future recruitment

One of the urgent problems in teacher education in many African countries is the one of student selection. Ishumi (1994) rather critically states that the recruitment of both primary and secondary school student teachers in Tanzania has, in many cases, failed, which has *"...undermined not only the efficiency but also the status and respectability of the teaching profession"* (Ishumi, 1994, p. 157).

The first B.Ed.. course arranged within the TEPT-programme was targeted on MTC. In this sense, recruitment of students was directed to tutors who already held a teacher´s diploma. The reasons for this were practical. Firstly, the needs for such a course were revealed in the discussion with the principal in January 1995 (see Chapter two). Out of a total of about 40 teachers less than 10 had a university degree. Most of the tutors are diploma holders. Secondly, tutors at teacher training colleges form in this respect a key target group directly influencing all student teachers. Thirdly, the question of how to inform about the course and to decide who should be informed was dis-

cussed. As organizers we did not have a clear idea of how to deal with this problem. For this reason, it was regarded most convenient to carry out the first course with the tutors at the college as a target group. As shown in the previous chapter, in total 27 persons applied for admittance to the course. That group consisted of about half of the total staff of the MTC, and additionally three teachers from outside the college. Criteria for future entrance tests and procedures were outlined at the end of the previous chapter. The selection of students is related to the question of where the project could be physically located. Three options have been identified:

(1) The planned courses could be limited to teachers within the Morogoro area, and situated at MTC.

(2) The planned courses could be directed to tutors in all teacher colleges in the country and located at MTC.

(3) The planned courses could be moved from one college to another and, for two year periods, involve teacher tutors at each college respectively.

All three options have their advantages and disadvantages. The advantage of the first alternative is that it will be easy for the students to attend the course. There will be only a minimum of costs for travelling and accommodation. The disadvantage is that the project will become restricted to one region only.

The second option offers a distinct target group for the project. In terms of the effectiveness of the projects, it is assumed that nationwide benefits from the projects may occur in a relatively short period of time. On the other hand, the second alternative may lead to funding problems for the students, i.e. expenses for travelling to and from Morogoro, lodging in Morogoro etc. However, if the Tanzanian government agrees to invest in cost-sharing (approximately 25 %) of the project, i.e. travelling accommodation and possibly partial salaries for the students, governmental support from Finland is more likely to be guaranteed in the future.

The advantage of the third option is the avoidance of students costs for travelling and accommodation. The disadvantage is from the organizers' point of view, that of moving from one college to another, something that will cause many practical problems. In Morogoro a stable and well-functioning network has already been established with the principal, staff and managing committee at the college. The cooperation with the Tushikamane center in Morogoro has made it possible to arrange the computer skill course immediately during the first semester.

From the organizers' perspective the second alternative offers the most attractive solution. A stable base seems for the future to be of crucial necessity for the course structure that has emerged. In the project many teachers from The Faculty of Education (Åbo Akademi, Finland) will be involved. For newcomers it is of importance to work in a planned and well-functioning setting. Establishing a computer class at MTC would enable all the students attending the courses to use modern technology

Regardless of which alternative is chosen, decisions concerning the possible group of applicants has to be made at least half a year before the following course starts.

In order to conduct the project at the local level, a managing committee has been established. The committee consists of four representatives from MTC, the staff from Åbo Akademi University (2-3 lecturers/tutors) and a representative (1) for the students. If the project proceeds as planned there will be a need for further discussion on the responsibility given to the committee. Because of the structure of the project particular attention has to be paid to tutoring matters during the distance course periods.

6.4. Concluding remarks

The suggested perspectives on future scenarios, which were created during the first phase of planning and initiating the TEPT-programme, should be further developed and materialized into concrete plans. As the course proceeds, new problems and views most probably will come up, and will be dealt with later on. In the planning of the TEPT-programme it has not been easy to find similar project designs. As far as we know, tertiary level distance studies are scarce in developing countries or as well as globally. Despite many kinds of university-based projects for developing countries the structure containing a recurrent shift between contact study periods and distance study periods does not seem to be very common. Therefore the project is likely to proceed according to a "trial and error" formula. However, in order to minimize the errors, every new step has to be critically examined in advance and in retrospect. For that reason the managing committee and the group of students serve as important partners in the continuous evaluation of the project, and for discussion about further development.

Innovative projects like the TEPT-programme have to be open to critical analysis, since judgements of objectives, means and consequences always involve differing values as a result of culture, ambitions and responsibility of

those who are involved. Different interests have to be balanced and modified in order to promote permanent results. We believe that the academic world has a contribution to make here..

Finally we would like to underline our agreement with the statement expressed in the World development report (1995, pp. 36-39) that there exists a positive association between education and the standard of living. Education, both initial and in-service, is an investment from the perspective of worker and employer. Supporting investment in human capital is essential, although we are aware of the fact that a well educated and utilized human capital is not always sufficient for human development. If the strategies chosen are culturally inappropriate and socially questionable the "market" for educated people might be reduced, thus yielding little change. Educational ambitions have for their success, as Ishumi (1994, p. 172) has stated, to be guided by well-formulated policies from a clear philosophical framework of a society's national progress aspirations and plans.

For further development of the programme, we need continually to feed new data into the used theories of distance education: to refine, modify, and, when needed to alter or, possibly, drastically change the curricular approach.

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TEPT Teacher Education Project in Tanzania
Åbo Akademi University at
Morogoro Teacher's College

Curriculum for the two year, full- and part-time study programme, leading to B.Ed.-degree, at Morogoro Teacher's College, Tanzania (TEPT).

Lars-Erik Malmberg in cooperation with the authors
(approved at Faculty Board Meeting 21.11.1995)

The aim of this paper is, firstly, briefly to discuss the general idea behind TEPT (Teacher Education Project in Tanzania) and secondly, to present a detailed curriculum for the first two-year programme leading to B.Ed. in Morogoro. The paper is concluded with an overview of the planned two-year-programme, and a comparison between content of the B.Ed.-programmes of Åbo Akademi University, B.Ed. programs of University of Dar es Salaam, and the B.Ed. program for Morogoro (Appendix 2).

1. Teacher Education Project in Tanzania (TEPT)

The Teacher Education Project in Tanzania (TEPT), administered by the Department of Teacher Education, in Vasa, Åbo Akademi University, Finland, presents a programme for the Bachelor of Education degree (120 study weeks[1]), as full- and part-time studies, at Teacher's College in Morogoro, Tanzania. The total degree programme consists of 60 study weeks. Applicants are granted 60 study weeks for previous studies (45 sw. for teacher's diploma[2] and 15 sw. for a minimum five years of teaching

[1] One study week (= sw.) corresponds to 40 hours of studies, including reading literature, writing essays, participating in group discussions, group work and/ or other activities.

[2] Teachers diploma equals approximately Finnish upper secondary school ('gymnasium') + one year (Form 6 from O-level in the Tanzanian secondary school) + two years of Teachers College. Studies at Teacher's Colleges emphasize subject content knowledge.

experience). The studies are completed with the writing of a theoretical and/or empirical thesis. The study programme is structured around content entities, each comprising 5 study weeks, except the course in computer skills (2 sw.) and the thesis project (8 sw.). The model (blocks of 5 study weeks) is adapted from the programme for secondary school teachers, in Finland (Studiehandbok, 1995b). A block of 5 sw., is thought to enable the student to study, in a very concentrated manner, in one coherent content area at a time. The TEPT-curriculum is structured in full-time periods (i.e. contact study periods) followed by part-time study periods (i.e. distance study periods). The total programme consists of eight full-time periods, á 2 - 3 weeks, which are interpersed with periods of part-time studies, over a period of two years (1995 - 1997). During the full-time periods visiting lecturers from Finland or from Tanzanian institutions, arrive at Morogoro for intense contact studies. In between the visits (part-time studies) students are assigned tasks, essays and preparation for the following period. Communication is upheld by (express-) mail, and telefax.

The curriculum was developed according to three guidelines: The first one stems from the standards of Finnish university programmes for the Bachelor of Education degree, made possible in 1995-96 (§ 576/1995, see Studiehandbok, 1995a, p.5). The second guideline derives from the Faculty of Education at the University of Dar es Salaam (Faculty of Education, 1995), and the third is in accordance with the needs expressed by representatives of Morogoro Teachers' College. The present B.Ed. programme contains all main subject areas of educational science, in both Finland and Tanzania (see Appendix 2).

2. General aims of the project

The general aim of the project is threefold. Firstly, the project is structured according to the needs expressed by locals, at Teacher's College in Morogoro. In this sense the present project may be categorized as a "bottom-up" project, in contrast to many previous "top-down" project in developing countries. Additionally, no or few investments are made, only human capital is transferred.

Secondly, teacher training is a practical way of dealing with long-range goals concerning the development of children, adolescents and adults in Tanzania. Increasing the knowledge level and professional competence of teacher tutors, implies a spread-out effect on student teachers, which, in turn, influences a multitude of pupils over the decades to come. Therefore, the second aim can be described as a long-term aid for self-enhancement of a developing country.

Moreover, one way of dealing with global ecological problems and health issues, is to increase knowledge concerning e.g. forest fire- and AIDS-prevention, in educational settings. Also, from this point of view, teacher tutors are in a position of influencing both student teachers and pupils, in long-range terms.

Thirdly, gender-equality and democratization are emphasized, not only in the detailed curriculum, but can also serve as points of departure in research projects, carried out by the participants in the educational programme. Gender-issues comprise a crucial part of a democratization process in all societies. All three general aims can be regarded as attempts towards internationalization and global responsibility, from point of view of Åbo Akademi University (Björkqvist, 1995).

Within Åbo Akademi, the TEPT-project was assigned priority status in both action plans, and economic prognosis. The TEPT-project is part of a larger project, called TCE, which is an educational programmes, with English as the language of instruction. The TCE is thought to serve internationalization trends within the educational system, which have been pointed out in both national curricula on all levels of the school system, and in EU (European Union) documents.

3. Requirements of applicants

Applicants are required to hold a Teacher's College degree (i.e diploma) and should have at least 5 years of teaching experience within the Tanzanian school system. Applicants must have a good command of English in order to succeed in tertiary level studies, i.e. both reading, writing and communicative skills (see Chapter 5, this volume). The employer is to make the necessary arrangements, for students' participation in the educational program, i.e. possible accommodation, travels, and partial salary. In the future progress of the programme the Tanzanian state is expected to guarantee 25% of the budget, while Finland is to provide the rest (75%).

4. Assessment and evaluation of students

In each course students will be awarded grades on a six point scale, used at Åbo Akademi University: 0=not accepted, 1=poor, 1,5= intermediate, 2=good, 2,5=very good, 3=excellent. The grade may be composed of one or more parts, each referring to separate type of assessment forms, i.e. examination, essays, tasks, assignments and field studies. For teacher's practice periods, the scale accepted / not accepted, may be used.

5. Teachers' work

Teachers for each course are required to make arrangement concerning literature, materials and teaching aids before they leave. Each teacher will be assigned for lectures (L), group work (G), and examination (E). Additionally, teachers are expected to give individual feedback or feedback in small groups (2 - 4 students)(I). The teacher may count 1/2 teaching hour, per each assignment he/she comments, or gives feedback on. The suggested time use, in the following curriculum for the TEPT-programme, is based on the amount of instruction the students receive.

6. Detailed Curriculum

1. Introduction to pedagogy: 5 study weeks

Aims
After the course, students should be able to distinguish between scientific theories of education, and personal (implicit) theories of education and to recognize contemporary trends in educational science. Moreover, students should be able to use classroom observations as basis for combining theory and practice in the teacher profession. Finally, the following questions are attempted to be answered:

* What can be learned about life in classrooms from literature and by observing classrooms in practice?
* What is the difference between scientific thought (theory of education) and common-sense knowledge (personal theory of teaching)?
* What can be learned about the teacher profession from a life-span perspective?

Suggested methods:
Group discussion, lectures, classroom observation
Personal essays based on course literature, written exam

Requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature:
Sutherland, M. Theory of Education.
Fessler, R. & Christensen, J. The teacher career cycle (selected parts)
What teachers should know and be able to do.

Suggested use of time[3]*:*
20 L, 10 G, 164 P, 4 E

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[3] Suggestions for time use are presented from the students point of view: L = lectures, G = group work, I = individual counseling or small group seminars, P = personal assignments and E = examination. Each study week (sw.) comprises 40 hours of work, in total.

2. Computer skills 2 study weeks

Aims:
After the course students should know how to produce text documents, be able to use a computer independently and to have required basic understanding of different software, e.g. text, graphical and statistical packages. The aim is to prepare students to write their assignments, essays and thesis by computer. The course will be carried out at Tushikamane Centre[4] in Morogoro.

Suggested programs:
Word for Windows (PC), Coral (PC), SPSS for windows (PC)

Suggested use of time:
20 L, 10 G, 50 P

3. Educationai Psychology 5 study weeks

Aims:
After the course, students should be able to understand and identify current ideas and trends in educational psychology (theory of learning) and developmental psychology (theory of development), and to derive personal theories of teaching from psychological theory. The following questions are attempted to be answered:

* How can psychological thought be used in teacher practice?
* What implications for the classroom practices may be drawn from psychological theory?

Suggested methods:
Group discussion, lectures, classroom observations
Personal essays based on course literature, written examination

Requirements of students:
Active participation, accepted assignments, essays and examination

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[4] Tushikamane Vocational Training Centre was founded by a Finnish voluntary organization, in the 1980s, and is now supported by the government (former FINNIDA).

Suggested literature:
Biehler, R.F., & Snowman, J. (1993). *Psychology applied to teaching.* Boston: Houghton Mifflin
Crano & Mane (1982) *Social psychology.* Homewood: Dorsey Press.
Journal articles chosen by lecturer

Suggested use of time:
20 L, 10 G, 164 P, 4 E

4. Research Methods in Education 5 study weeks

Aim:
After the course, students should be able to identify and construct research problems, to choose and use appropriate methods (quantitative and qualitative) of inquiry for different research problems and to carry out pilot studies. Moreover, students should be able to use central scientific concepts and to write texts in a scientific manner. The following questions are attempted to be answered:

* What kind of research methods are appropriate for different types of research projects? How does a researcher design, plan, carry out data-gathering, structure and write a thesis in a scientific manner?

* How can one distinguish between a research problem and a every-day problem, and how can a teacher benefit from research?

Methods:
Lectures, group work, reading and presentation of research reports and articles, seminars

Requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature:
Cohen & Manion (1987). *Research methods in education.* London: Croon Helm.
Kerlinger, F.N. (1986) *Foundations of behavioral research.* (3:rd ed.) Fort Worth: Holt, Rinehart and Winston. (selected parts)
Articles from journals, representing different approaches and content areas

Suggested use of time:
20 L, 10 G, 20 I, 144 P, 4 E

5. Didactics 5 study weeks

Aims:
After the course, students should have increased their understanding of the mutual relationships between teaching and subject of teaching, and to make use of current research and didactical theory, in their teaching. Students are given the opportunity to develop their self-knowledge and knowledge of pupils, through analysis of micro-teaching sessions. The following questions are attempted to be answered:

* In what way is the method of teaching dependent on the subject of teaching?
* What can the teacher learn from analysing his, or her, own lessons?

Suggested methods:
Analyses of (video-taped) lessons of students' subject area in primary and/or secondary schools. Supervisors may be enrolled from Teacher's Colleges or from the University of Dar es Salaam. Examination, personal essays.

Suggested requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature:
According to lecturer

Suggested use of time:
20 L, 10 G, 4 I, 4 E, 162 P

6. Teaching practice 5 study weeks

Aims:
After the course students should have increased their understanding of the mutual relationships between teaching and subject of teaching, and to make use of current research and didactical theory, in their teaching. Students may develop their self-knowledge and knowledge of pupils. The following questions are attempted to be answered:

* In what way is the method of teaching dependent on the subject of teaching?
* What can the teacher learn from analyzing his, or her own and somebody else's lessons?

Suggested methods:
Analyses of (video-taped) lessons of students' subject area in primary and/or secondary schools. Supervisors may be enrolled from Teacher's Colleges or from the University of Dar es Salaam. Examination, personal essays.

Suggested requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature:
According to didactics I and II

Suggested use of time: 20 L, 10 G, 4 I, 4 E, 162 P

7. Didactics 2 5 study weeks

Aims
After the course, students should have increased their understanding of the reciprocal relationship between the subject of teaching and subject as science on the one hand, and between subject, curriculum and society, on the other. Moreover, students should be able to analyse current syllabi and curricula from different social contexts and carry the requisites for producing a personal syllabus and/or curriculum text. The following questions are attempted to be answered:

* What is the relationship between the subject of teaching and the subject as science?
* How can one produce syllabus/curriculum texts based on personal theory of education?
* How can one identify democratic trends (gender-issues, social equality) in syllabus/curriculum texts?

Suggested methods:
Lectures, group work, text analysis and production, essays and examination
Suggested requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature:
Tanzanian syllabi/curriculum in different subjects
Selected articles from the Journal of Curriculum Studies
Boomer, G., et.al., (1992). *Negotiating the curriculum.* London: Falmer

Suggested use of time: 20 L, 10 G, 4 E, 166 P

8. Review of educational literature 5 study weeks

Aims
After the course, students should be able to identify and deepen their understanding of current trends in educational science, research and philosophy. Moreover, students should carry the requisites for critical and reflective thinking in relation to their thesis project. The following questions are attempted to be answered:

* What is the relationship between philosophy and education?
* What recent trends may be identified in contemporary educational thought?

Suggested methods:
Lectures, seminars, and group work, analysis of texts and documents

Suggested requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature
Representative examples of current trends in education
Classics in pedagogy

Suggested use of time:
20 L, 10 G, 4 E, 166 P

9. Special education 5 study weeks

Aims
After the course, students should be able to dignosticise students with special needs and to prescribe appropriate pedagogical services for them. Students should gain understanding of environmental and genetical factors which influence emotional, physical and visuo-spatial developmental disorders. Students should be able to develop personal theories of educational based on special education. The following questions are attempted to be answered:

* How can a teacher identify special needs of students?
* What methods may the teacher use to support children, adolescents and adults, which have special needs?

Suggested methods:
Lectures, seminars, case studies, group work, visits to special educational institutions.

Suggested requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature
According to lecturer

Suggested use of time
20 L, 10 G, 4 E, 166 P

10. Counseling and teacher guidance 5 study weeks

Aims:
After the course students should be able to gain understanding of the roles and behavioral orientations of teacher tutors and student teachers. Moreover, students should develop conceptual tools, as well as intervention methods for both professional guidance and for the support of intrapersonal development. Furthermore, teachers should develop methods of detecting, and supporting students with special needs. The following questions are attempted to be answered:

* What are the differences and similarities between professional guidance and therapy?
* What is the difference between special education and guidance?
* How can one increase pupils' self-knowledge through different intervention methods?

Methods:
Group work and individual sessions, analyses of case-studies,
Analyses of video taped tutoring sessions (teacher tutor and teacher student)
Examination, essays

Suggested requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature:
According to lecturer

Suggested use of time: 20 L, 10 G, 4 I, 4 E, 162 P

11. Comparative education 5 study weeks

Aims:
After the course, students should have broadened their knowledge of cross-cultural studies, gender issues, language issues and sociological studies. The students should be able to apply sociological thought to educational problems, and to gain understanding of the relationship between individual and social structure. The following questions are attempted to be answered:

* What is socio-economic stratification?
* How are different groups in society (according to gender, language and social status) affected by education?
* What is the relationship between informal and formal learning in different groups?

Suggested methods:
Lectures, seminars, essay and examination

Suggested requirements of students:
Active participation, accepted assignments, essays and examination

Suggested literature:
Husén, T. (1990). *Education and the global concern.*Oxford: Pergamon Press.
Ishumi, A.G.M. (1994). *30 years of learning. Educational development in Eastern and Southern Africa from independence to 1990.* Ottawa: International development research centre.
Hurrelmann, K. (1993). *International handbook of adolescence.* (selected chapters)
IEA-reports of the international reading comprehension study
Selected articles from Journals, according to lecturer

Suggested use of time:
20 L, 10 G, 4 E, 166 P

12. Thesis project 8 study weeks

Aims:
After the course, students should have increased their potential for individual research and have developed a sense of scientific thinking, i.e. to formulate research problems, and to design, plan and carry out an empirical data-gathering, present results and draw conclusions. Students should be prepared to present and defend personal theories, and argue in scientific terms.

Suggested literature
See research methods

Suggested methods
seminars, personal writing, analysis and conclusions,
presentation of thesis, analyses of articles

Suggested requirements of students:
Active participation, accepted thesis

Suggested time use:
20 I, 10 G, 310 P

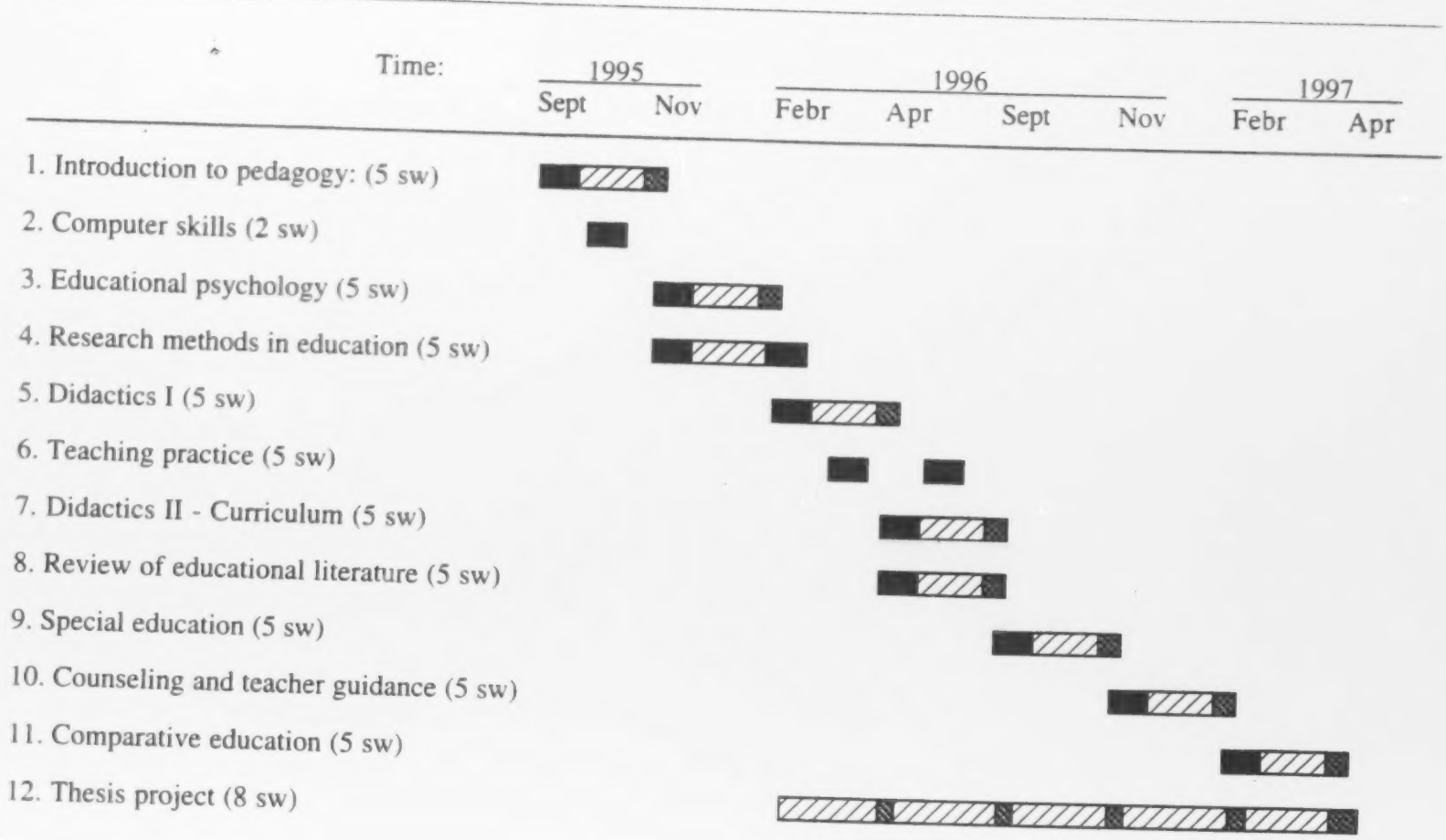
References:

Björkqvist, O. (1995). *Vad innebär det att arbeta vid ett universitet?* Unpublished speech at the general planning meeting for personal at the Department of Teacher Education, 30.09.1995.

Faculty of education (1995). Programme for teacher education at the Faculty of Education, at the University of Dar es Salaam (pp. 88 - 103).

Studiehandbok (1995a).*Studiehandbok K 1995-96* [Study programme for primary school teachers]. Åbo Akademi. Pedagogiska Fakulteten

Studiehandbok (1995b). *Studiehandbok Ä/Yrk 1995-96* [Study programme for secondary and vocational school teachers]. Åbo Akademi. Pedagogiska Fakulteten



sw = study week, equals 40 hours of studies, including:

= full time studies = personal studies, exams, reports = follow up, evaluation

Comparison between content of B.Ed.-programmes in three contexts, Morogoro, Vasa, Dar es Salaam.
Similarity of content is emphasized rather than exact match of study weeks.

Morogoro programme	Vasa (B.Ed.- 120 sv.)	Dar es Salaam (B.Ed)
1. Introduction to pedagogy: (5 sw.)	Introduktion till pedagogik (2 sv)	Introduction to philosophy of education (1 unit)(EF 100)
2. Computer skills (2 sw.) Tushikamane center	Grundkurs i ADB (1 sv)	----------
3. Educational psychology (5 sw.)	Pedagogisk psykologi I (3 sv) Pedagogisk psykologi II (2 sv)	Introduction to educational psychology (1 unit)(EP 100) Human development and learning (1 unit)(EP 200) or: Psychology of adult learning (1 unit)(AE 201)
4. Research methods in education (5 sw.)	Forskningsmetodik 1 (2 sv) Kvalitativ metod 1 (1 sv) Kvantitativ metod 1 (1 sv) Forskningsmetodik 2 (2 sv)	Introduction to research methods (1 unit) (EP 302) Research methods in education (2 units) (EP 405) or: Introduction to educational statistics (1 unit)(EP 301)
5. Didactics I (5 sw.)	Didaktisk teori I (3 sv.) Praktisk didaktik (2 sv.)	Introduction to teaching (1 unit)(CT 100) Effective classroom interaction (1 unit)(CT 405) or: Methods in one subject (1 unit)(e.g. CT 206)
6. Teaching practice (5 sw.)	Undervisningsövning 1 (U1) (2 sv.) Undervisningsövning 2 (U2) (2 sv.) Undervisningsövning 3 (U3) (2 sv.)	Teaching practice (CT 101) Teaching practice (CT 202) Teaching practice (third year period)

7. Didactics 2 - Curriculum (5 sw.)	Didaktisk teori II (2 sv)	Educational planning and development (1 unit)(EA 400) Curriculum theory and design (1 unit) (CT 400) or: Designing a curriculum project (1 unit) (CT 403) or: Curriculum development and evaluation (1 unit)(CT 200)
8. Review of Educational literature (5 sw.)	Pedagogisk filosofi (2 sv.) Avslutande litteraturstudier (2 sv.)	Philosophy of education (1 unit) (EF 400)
9. Special education (5 sw.)	Grundkurs i specialpedagogik (2 sv.)	Development and trends in special education (1 unit)(EP 400)
10. Counseling and teacher guidance (5 sw.)	----------	Development and trends in teacher education (1 unit) (CT 203) Educational and occupational guidance (1 unit)(EP401) or: Reflections on teaching practice (1 unit) (CT 302) or: Teacher education methods (1 unit)(CT 224)
11. Comparative education (5 sw.)	Fostran och utbildning i samhälle (2 sv) Praktik 1 (1 sv) Komparativ pedagogik (2 sv)	Introduction to sociology of education (1) (EF 101) Sociology of education (1 unit) (EF 401) or: Education in developing countries (1 unit)(EF 300)
12. Thesis project (8 sw.)	Proseminarier (2 sv) Seminarie arbete (4 sv)	--------

A. Cloze test

Name: _____

Fill in the gaps with the words that best fit the context (only **one** word per gap)!

Literacy and basic education

This is probably the best documented component of adult and non-formal education (1) as related to the needs of developing (2) countries . It is so universally accepted as (3) an essential element in the programme that (4) at times its importance has even been (5) over-stated , the terms adult education and adult literacy being used synonymously, and other aspects relatively neglected. It cannot be gainsaid that (6) it should be an important part of (7) the programme in all developing countries: questions (8) only arise when other deserving facets are starved of resources. It is unfortunate that (9) a mystique has been allowed to develop (10) around the subject. It was extremely important (11) to move away from the utilization of material irrelevant to the daily life of (12) the adult participants and to ensure that (13) the learning experience is wholly functional in intent; that it manifestly improves the lives (14) of the participants. This was an important (15) step , already taken by some well in advance of the recent international efforts in (16) this respect. It is also important to have lengthened the time-scale in which events take (17) place . True there have been examples of(18) comparatively short campaigns producing literate communities, regions (19) and nations; for the majority of countries, (20) however , illiteracy will not be eliminated by (21) a short campaign but rather through continuing, painstaking endeavour, supported by thorough planning at (22) national and local levels. But in the (23) end of the day much of the success in literacy work has been in focusing the programme on people who know (24) they want to learn these skills and (25) on the human approach of those undertaking (26) the teaching. Correct methods and appropriate materials (27) are , of course, important, as are also (28) the continuing supply of relevant reading material (29) and ongoing educational opportunities, for literacy has (30) to be seen as but a beginning or as the International Commission on the Development of Education referred to it as "only a moment, an element, in adult (31) education ". Literacy must thus be viewed and planned in the context of the total (32) educational plans of a nation. But the essential pre-conditions for success are the two (33) mentioned, to which a third needs to (34) be added, namely the climate, social and political, in which everything takes place. As (35) with many branches of adult education, the (36) degree of priority and prestige given to literacy by government will in

no small (37) _measure_ determine how enthusiastically men and women (38) _make_ the necessary effort and sacrifice to learn. The Cuban campaign was an early (39) _example_ of this; the work in Tanzania and Somalia also illustrates the same point. Relating literacy work very specifically to the (40) _needs_ of the individuals concerned has to (41) _be_ balanced against the size of the task to be undertaken. The mass approach, properly handled, has its economic advantages (42) _and_ can be as effective as any (43) _other_, as has been shown by the Mobral organization in Brazil.

Maximum score: 43 points

B. Partial dictation

At last! A serious reference in your paper to the needs of bright children.(6 p.) Of course we know that our system does not do particularly well by them,(7p.) endless research evidence has shown this. For example:"In the case of the most able groups, (8 p.) the work was considerably less well-matched than for average and less able groups." "High attainers were underestimated (4 p.) on 40 per cent of tasks assigned to them." Most recently the "three wise men" report has again drawn attention to this problem:(7 p.) "In some schools and local authorities, the legitimate drive to create equal opportunities for all the pupils has resulted in an obsessive fear (6 p.) of anything which, in the jargon, might be deemed 'élitist'. As a consequence, the needs of some of our most able children (7 p.) have quite simply not been met. This waste of potential must not continue." Those of us who are attempting to provide a better deal for able children in state schools (9 p.) would be grateful to read in your pages of examples of good practice. Schools and local authorities that are addressing this issue, (5 p.) resources and ideas that might help, and most of all a recognition that this is a serious curriculum issue affecting significant numbers of pupils.(5 p.) Incidentally, meeting the needs of more able pupils does not have to be élitist, it can simply be seen as part of equality of opportunity.(6 p.)

Maximum score 70 points

C: The overall language proficiency rating scale

Level 9 Has a full command of the language; flawless, fluent, appropriate and well organized use of language. An exceptional level of language proficiency, which is normally attained only by well-educated language professionals.

Level 8 Communicates effectively and appropriately even in demanding oral and written tasks and situations. Fluent and in many ways native-like. Occasional problems with subtle stylistic distinctions and idioms.

Level 7 Communicates effectively and appropriately even in many demanding oral and written situations. Usage is quite versatile and fluent with some trace of the mother tongue. Understands with ease both general and professional/occupational language.

Level 6 Communicates appropriately in familiar oral and written tasks and situations related to work and free time. Language knowledge seldom hinders effective communication. Occasional inaccuracies and inadequacies which nevertheless seldom lead to misunderstandings. Mother tongue interference is in evidence but not intrusive. Rarely has problems understanding general or professional/occupational language.

Level 5 Communicates well in familiar oral and written tasks related to work and free time. Makes an effort to be an effective communicator. Inaccuracies cause some misunderstandings and language is not always quite fluent or appropriate. Interference from mother tongue or other languages is evident. Understands ordinary spoken and written text and there is only occasional need for repetition or consulting a dictionary.

Level 4 Communicates fairly well on familiar tasks and situations, effective communication may sometimes be hindred by problems with language. Can handle routine writing tasks related to work and free time. Interference from L1/other languages quite obvious. Vocabulary, grammar and fluency generally adequate, but speaking or writing may reveal specific strengths or weaknesses.

Level 3 Manages to communicate in the most familiar oral and written tasks and situations but new situations cause communication problems. Understands slow and careful speech and can normally understand the gist of an easy text.

Level 2 Manages to communicate in simple and routine tasks and situations. With the help of a dictionary can understand simple written messages but can get the gist without one. Limited language proficiency causes frequent breakdowns and misunderstandings in non-routine situations.

Level 1 Knowledge of language suffices to be able to cope with the simplest oral and written tasks and situations. Can understand the topic in newspaper articles and conversations that deal with familiar subjects. Knows some of the basic structures of the language.

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